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PREFACE

This book contains the abstracts of the papers presented at the Second Technological Innovation for Specialized Linguistic Domains (TISLID) International Conference, which is to be held at the School of Education and Tourism of the University of Salamanca between the 7th and 9th May, 2014.

Technological applications in the field of education are an outstandingly growing phenomenon which has changed the landscape of education and learning to an area of continuous innovation. In this area, teachers, students and researchers must be constantly developing their skills and knowledge in order to be up-to-date in the Era of Digital Information and Technologies. In turn, research on language teaching / learning must turn to the analysis and development of technological applications, blended learning approaches and methodologies, and requires computer technicians, programme developers, and teachers and students all over the world to work together. Many of the applications available (currently there are thousands for the iPad alone, and this number grows at an incredible speed) are oriented towards restricted professional and academic contexts, and they fit the real world demands for language tuition. Along with language learning, computer technologies allow for data and knowledge management of specialized language linguistic domains (LSPs, that is, Languages for Special Purposes). The approach of the computer-based teaching and processing of such domains is of paramount importance nowadays in order to handle knowledge and to optimize the process of learning as well as the transfer of accurate information.

Research on language teaching/learning is at present going through a period of outstanding proliferation of technological applications that are redefining the field of language education, particularly in distance, blended and non-formal environments. In this context, TISLID’14 promises to be an interesting opportunity to meet and mix with fellow researchers in the active and constantly changing field of technological innovation for language education/processing.

The event is sponsored by the Spanish Ministry of Education, the Universidad Nacional de Educación a Distancia (UNED), and its Facultad de Filología and Departamento de Filologías Extranjeras y sus Lingüísticas. Other sponsors that have participated in the event are publishers such as Richmond-Santillana, Burlington English, Oxford University Press, and Express Publishing, mobile applications companies, such as uSpeak, or organizations such as AELFE (Asociación Europea de Lenguas para Fines Específicos) or EUROCALL (European Association for Computer-Assisted Language Learning).

A total of forty-seven papers and five posters are to be presented at TISLID’14 Conference, and several reputed professors and researchers are to give plenary lectures on current issues regarding Mobile Assisted Language Learning (MALL), new Trends: Ubiquity, Gamification, etc., interaction Design, Usability and Accessibility, Language Massive Open Online Courses (LMOOCs), open Courseware (OCW) / Open Educational Resources (OERs) for Languages, e-learning and Languages in Primary/Secondary/Tertiary Education, Computerised Language Testing and Assessment, ICTs for Content and Language Integrated Learning (CLIL), Distance and Lifelong Language Teaching/Learning, ICTs and Languages for Specific Purposes (LSPs), Corpora and Computational Linguistics, Technological Innovation...
in Terminology and Translation and Audiovisual Translation (AVT). Plenary speakers and presenters as a whole come from a very wide range of countries all over the world, such as the UK, Belgium, Greece, Brazil, and Spain.

The conference is organized in parallel sessions dealing with major areas of interest within new technologies for language learning and processing. Besides these, there are also four workshops on MALL, MOOCs, CLIL and AVT and a Special Interest Group (SIG) on MALL organized by the EUROCALL Association.

The conference is promoted and coordinated by members of the ATLAS research group, who, under the auspice of the SO-CALL-ME (Entorno de Aprendizaje Móvil y Social de Lenguas Cognitivamente Aumentado y Basado en una Ontología) research project, wished to set a forum of debate to present and discuss findings on the area with researchers from all over the world.

Finally, we would like to thank all the participants and the members of the organizing, scientific and support committees for making this conference both possible and successful.

Noa Talaván and Blanca García Riaza
Chairs of TISLID’14
ORGANIZATION: INTERNATIONAL ADVISORY BOARD

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PLENARY SPEAKERS

JOZEF COLPAERT (UNIVERSITY OF ANTWERPEN)

Designing for personalization and contextualization

No technology carries an inherent, direct, measurable and generalizable effect on learning. This effect can only come from a well-designed learning environment as ecology. We can even say that the expected learning effect is proportional to the designedness of this environment. Designedness means the extent to which it has been conceptualized and specified in a methodological and justifiable way.

Now what are the main factors and parameters in this design process? Next to the elicitation of subconscious volitions, the identification of (re)usable content and the selection of the most appropriate pedagogical model, this presentation will focus on two movements which combined could give a completely new direction to research in the field of intelligent CALL.

On the one hand, detailed information on the learner’s background, sociocultural context, needs, goals and learning path leads to routines which can retrieve, select, reformat and present tailor-made learning content. On the other hand, information on the learner’s location leads to valuable information about his/her context and to routines which could offer relevant and meaningful tasks. Examples will be discussed with the audience. This presentation will conclude with a discussion of the role of topics such as OERs, MOOCs, ambient intelligence, augmented reality, gaming, tablets, flipped classrooms, and LSP within a methodological and justifiable design approach.

Jozef Colpaert teaches Instructional Design, Educational Technology and Computer Assisted Language Learning at the University of Antwerp, Belgium. He is chairman of the Exam Committee of the Institute for Education and Information Sciences and director R&D of the LINGUAPOLIS Language Institute. He is editor of Computer Assisted Language Learning (Taylor and Francis) and organizer of the biennial International CALL Research Conferences. He is currently working on the empirical and theoretical validation of Educational Engineering, a novel instructional design and research method.
Digital literacies, teachers & learners

This talk examines how the traditional 'three is' (reading, writing and arithmetic), long considered the cornerstones of basic literacy/numeracy, have changed as we advance into the digital age. We will discover what it means to be digitally literate, explore the new types of literacy that have emerged alongside the advent of Web 2.0 and analyse why it is important to work with these literacies on a daily basis in our teaching.

Gavin is Director of Technology for The Consultants-E, working primarily in online training in EdTech, and in consultancy work in the same field. Gavin has been Coordinator and Journal Editor for the IATEFL LT SIG and - more recently - Honorary Secretary and Chair of the Electronics Committee (ElCom). A regular contributor to journals, Gavin is author of The Internet & The Language Classroom (CUP 2000, 2007), co-author of the award-winning How To Teach English with Technology (Longman 2007) and co-author of Digital Literacies (2013). He is currently co-authoring a book on mobile learning to be published in 2014.
Use of technology in publishing

This presentation aims to give an insight into the use of technology within one of the major publishing houses in the world. We will see the latest developments to provide interactivity and stimulating materials to enhance learning. We will also see the use of digital resources and technology to make teaching more effective, improving classroom management and reducing the workload for the teacher.

Robert Wade works at Oxford University Press España as a product manager and digital product specialist. He has had a strong interest in the use of digital resources for English Language Teaching from the beginning of his teaching career; starting in the floppy disk era with the development a pronunciation programme as part of his CertTESOL project, to the development of Gradebooks to improve home-school connexions and later on within publishing overseeing the transition of educational components and resources into digital formats in such a way to guarantee the quality Oxford University Press is renowned for.
Language, literacy and mobiles

We believe that universal mobile technologies make language learning more authentic, efficient, relevant, and effective. They are an important delivery mechanism, with unexploited affordances such as image-capture, speech recognition, and location-awareness, which builds on ten years of pilots, projects, and interventions. They are however an important modifier on the nature and extent of which language functions need to be learnt, practiced, retrieved, rehearsed, and memorized, or can increasingly be outsourced to personal mobile devices as extensions of human cognition, senses and memory. Most importantly however universal mobile technologies a determinant of literacy and language practices and the nature of discourses across and within cultures and communities, disturbing the balance of different languages and different genres. There is much disparate research work now ready to be integrated, synthesized, disseminated, and commercialized, but this process must happen within the wider social context that we discuss in this talk.

John Traxler is Professor of Mobile Learning, the world’s first and a full UK professor since September 2009, and Director of the Learning Lab at the University of Wolverhampton. He is a Founding Director and current Vice-President of the International Association for Mobile Learning, Executive Committee Member of the USAID mEducation Alliance, Associate Editor of the International Journal of Mobile and Blended Learning and of Interactive Learning Environments. He is on the Research Board of the Association of Learning Technology, the Editorial Board of Research in Learning Technology and IT in International Development.
Building a MOOC for language learning: a research-oriented workshop

Online Courses (MOOCs) should enable students to learn languages in a rather autonomous way. But, what is a MOOC? MOOCs appeared in the US in 2012 and became an instant success; as a result, they are rapidly blooming elsewhere, notably across the Atlantic. This workshop introduces participants to Foreign Language MOOCs, participants will discuss and gain a deeper understanding of emerging trends in MOOC methodology, best practices, and practical application. To recreate the environment of MOOCS, we will facilitate discussion and development of ideas in a connectivist style, thus inviting all course participants to contribute. Our workshop aims to address the following questions:

What is a MOOC?

- How to design, implement and develop a “good” course:
- What are the design patterns and principles for MOOCs?
- What about contents?
- How to design the use of peer grading?
- How will (or will not) a teacher interact with students?
- How will the students co-create?
- How to evaluate?
- How to motivate?

Are MOOCs really disruptive?

Will they modify education, why?

Dr. Castrillo obtained a First Class Honours Degree in English Philology from the UNED. She is Professor of German Studies at the Department of Foreign Languages and Linguistics from the Faculty of Philology at the UNED (Deputy Dean for Research and Students and for Academic Mobility 2009-2013). She has recently won the first national prize to the best MOOC (Massive Online Open Course) given by the Spanish Ministry of Education in the first edition of such prize (2013) and she also won a national prize to the best OCW (Open Course Ware) given by the Spanish Ministry of Education in the first edition of such prize (2008). She is author and coauthor of numerous publications on CALL; (what follows is a sample of a recent publication with an impact factor: arbor.revistas.csic.es/index.php/arbor/article/download/1420/1429 Fuente: ©2012 Scimago Research Group, Data Source: Scopus®).

Jorge Arús Hita, PhD in English Linguistics (2003), has been teaching English language and linguistics at Universidad Complutense de Madrid, since 1997. His publications include articles on corpus-based typological description, contrastive linguistics and EFL teaching, mostly from a SFL perspective, in various national and international journals and edited volumes. He has been copy editor of the English-
studies journal Atlantis and is currently the coordinator of blended-learning at the School of Philology, UCM. Among his most recent publications within the SFL framework, he is co-author, with Julia Lavid and Juan Rafael Zamorano, of Systemic-Functional Grammar of Spanish: a Contrastive Study with English (2010).
NICKY HOCKLY (THE CONSULTANTS-E)

Teaching with mobile devices: choices and challenges

Although the term ‘mobile learning’ has become equated with mobile phones and ‘learning on the go’, it is much more than that. Mobile learning refers to the use of a range of handheld devices in education, across a range of contexts, and both inside and outside the classroom.

In this workshop we examine a number of classroom activities using mobile devices, and suggest a framework for choosing and sequencing mobile-based activities with learners over a term or academic year. You will leave this workshop with a clear idea of the choices involved in teaching with mobile devices, as well as an awareness of how to deal with the challenges. You will also have some ideas about how and where to start with implementing mobile-based activities in your own classroom or institution.

Nicky Hockly is Director of Pedagogy of The Consultants-E, an online teacher training and development consultancy. She writes regular columns on technology for teachers for the English Language Teaching Journal and for English Teaching Professional, and is co-author of How to Teach English with Technology, Learning English as a Foreign Language for Dummies, Teaching Online and most recently of Digital Literacies (2013). She has published an e-book, Webinars: A Cookbook for Educators, and is currently working on a book on mobile and handheld learning. She is joint Coordinator of the IATEFL Learning Technologies SIG, and a self-confessed technophobe turned technophile.
Designing CLIL materials using open educational resources and ICT tools

In this presentation we will concentrate on the uses of open educational resources in designing CLIL materials and also in planning lessons with the integration of IT. In this respect, we will talk, on the one hand, about those resources that are good to use as an input in the CLIL classroom at different moments and, on the other, on those online tools that can allow teachers the creation of scaffolding quizzes, graphics organisers, etc, as well as those sites that can be used in the CLIL classroom to promote the practice of communicative skills, such as sites for writing or sites where students can edit audio files.

Isabel Pérez a PhD in English Philology from the University of Granada. In the last twenty years, she has combined her work as a secondary school teacher and her research in the field of Information and Communication Technology and education, as well as in CLIL. In previous years she worked as responsible for the bilingual schools in the province of Granada on behalf of the Andalusian Regional Government. At present she works as a bilingual coordinator in a bilingual secondary school in the province of Granada.
STAVROULA SOKOLI (UNIVERSITAT POMPEU FABRA, UPF)

Audiovisual translation for foreign language learning: new multimodal resources

This hands-on workshop focuses on the use of Audiovisual Translation in foreign language learning and it will present ClipFlair, a web platform specifically designed for this purpose. Language teachers often resort to video to present their students with linguistic and cultural aspects of communication in their context. Since learning-by-doing is generally considered more effective than learning-by-viewing, they try to find active tasks for their learners, such as note-taking, answering questions, summarizing or discussing the video with peers. Familiar Audiovisual Translation modalities, such as subtitling and dubbing, can be used in this context as multimodal resources that can account for a very active and motivating educational framework.

ClipFlair proposes an authentic way of working with audiovisual material which results in a product, valuable in its own right: a subtitled or dubbed clip. Learners are asked to add to the clip their own subtitles, captions for the Deaf and Hard-of-Hearing, annotations or intertitles. Alternatively, they can record their voice to simulate foreign film dubbing, voice-over, free commentary, or audio description for the blind. Clips can be short video or audio files, including documentaries, film scenes, news pieces, animations and songs.

Stavroula Sokoli, PhD, is a researcher on Audiovisual Translation and Language Learning. She has initiated and coordinated the EU-funded projects LeViS (2006-2008) and ClipFlair (2011-2014) and collaborates with the Academic and Research Excellence Initiative in Greece. Stavroula teaches Spanish at the Hellenic Open University and gives subtitling courses at the Universitat Pompeu Fabra and the Universitat Autònoma de Barcelona, besides her work as a subtitler and interpreter.
The role of technology in building bridges between informal and formal language education

Technology is in permanent evolution and education is benefitting from the great number of options available. Most classrooms make use of some kind of technology from tablets or computers and projectors to mobile apps. In the specific case of second language learning, these technologies can compensate for the difficulties that students and teachers encounter in order to reach the number of hours of tuition and study necessary to progress from one level to the next. Moreover, technological innovations have caused a profound change on learning needs and styles and it is now not possible to confine education to a time and a place.

The aim of this roundtable is to throw light into the topic by looking at the real possibilities of the use of technologies in language learning and the extended practice-time that they can provide in or outside the classroom. Technologies are proving to be a bridge between the classroom and home or the workplace, and also between formal and informal education.

Pilar Rodríguez Arancón is a lecturer at the Universidad Nacional de Educación a Distancia (UNED), Spain, where she teaches English Grammar and CLIL. She is a member of the ATLAS research group and has taught foreign languages for many years. Pilar holds an Honours degree in English Philology from the UNED and was awarded a FPI scholarship. She is currently finishing her doctoral thesis and her publications include papers on CALL, discourse analysis using the systemic functional network, translation as a didactic resource and intercultural communication and assessment in several journals and edited volumes.

Dr Tim Read obtained an Honours Degree in Computer Science from the University of the West of England and a Ph.D. in Cognitive Science from the University of Birmingham. He is currently a Senior Lecturer (Profesor Titular) in the Department of Computer Languages and Systems (Lenguajes y Sistemas Informáticos) at the UNED. Since arriving at the UNED he has researched on various topics related to the development of tools and systems for collaborative and individual distance learning, specifically those related to second language learning. For the past few years his research interests have centred on two aspects of the design of second language learning systems for Distance Education:

The application of User Modelling techniques from Artificial Intelligence to the design and development of second language learning systems that adapt to the changing needs and progress of the students.
The design and development of second language learning systems that incorporate the results of advances in cognitive, neuropsychological and psycholinguistic research on the nature of language acquisition/learning and memory in order to facilitate and consolidate language learning.

**Jorge Arús Hita**, PhD in English Linguistics (2003), has been teaching English language and linguistics at Universidad Complutense de Madrid, since 1997. His publications include articles on corpus-based typological description, contrastive linguistics and EFL teaching, mostly from a SFL perspective, in various national and international journals and edited volumes. He has been copy editor of the English-studies journal Atlantis and is currently the coordinator of blended-learning at the School of Philology, UCM. Among his most recent publications within the SFL framework, he is co-author, with Julia Lavid and Juan Rafael Zamorano, of Systemic-Functional Grammar of Spanish: a Contrastive Study with English (2010).

**Lourdes Pomposo** is a graduate in English Philology from the Universidad de La Laguna, 1986, and has been teaching English since then. She has obtained certificates from the University of Cambridge and the University of Oxford examination boards, as well as the Chamber of Commerce of London. Her teaching career has involved teaching in schools where she has been head of department, universities and in-companies. She is now a teacher of Business English, English for Tourism and Translation at the Universidad Complutense and UNED. She has run her own in-company language teaching academy in Madrid for eight years. In addition, she has also given teaching conferences, written articles with others that have been published in educational journals, and been a coordinator to Madrid-based teachers. In essence, her objective continues to be one that seeks maximum learning of Business English in the most enjoyable manner of all.
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<td>9:00-9:30</td>
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<td>9:30-10:30</td>
<td>WORKSHOPS [1] Isobel Pérez: Designing CLIL materials using open educational resources and ICT tools.</td>
<td>PARALLEL SESSIONS [2] Rooms 02, 03, 04, 12</td>
<td>PLENARY SESSION: JOHN TRAXLER: Language, Literacy and Mobiles (Auditorium)</td>
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<td>10:30-11:30</td>
<td>[2 hours] (Room 02) / Stavroula Sokoli: Audiovisual translation for foreign language learning: new multimodal resources. [2 hours] (Room 03)</td>
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<td>PARALLEL SESSIONS [4] Rooms 02, 03, 04, 12</td>
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<td>13:00-14:00</td>
<td>ROUND TABLE The role of technology in building bridges between informal and formal education. Pilar Rodríguez Arancón, Tim Read, Jorge Arús Hita, Lourdes Pomposo, (Auditorium)</td>
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<td>PUBLISHERS &amp; CLOSING CEREMONY (Auditorium)</td>
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<td>15:30-17:00</td>
<td>OPENING AND PLENARY SESSION: JOZEF COLPAERT: Designing for personalization and contextualization (Auditorium)</td>
<td>PARALLEL SESSIONS [3] Rooms 02, 03, 04, 12</td>
<td>EUROCALL MALL SIG (Auditorium)</td>
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<td>COFFEE BREAK AND POSTERS PRESENTATIONS (until 18:00) (Hall in floor -1)</td>
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<td>PLENARY SESSION: PUBLISHER PRESENTATION: ROBERT WADE (starting at 18:00) (Oxford University Press): Use of technology in publishing (Auditorium)</td>
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<td>18:30-19:00</td>
<td>PUBLISHER PRESENTATION: EXPRESS PUBLISHING: Incidental learning (Auditorium)</td>
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<td>19:30</td>
<td>HISTORICAL CITY CENTER-VISIT</td>
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<td>21:00</td>
<td>WELCOME RECEPTION-COCKTAIL (Conference and Exhibitions Palace Lienzo Norte)</td>
<td>GALA DINNER</td>
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**CONFERENCE THEMATIC PANELS (abbreviations)**

1. **MALL**: Mobile Assisted Language Learning  
2. **NT**: New Trends: Ubiquity, Gamification, etc.  
3. **IDUA**: Interaction design, Usability and Accessibility  
4. **LMOOC**: Language Massive Open Online Courses  
5. **OCW**: OERs Open Courseware (OCW) / Open Educational Resources (OERs) for Languages  
6. **ELL**: E-learning and Languages in Primary/Secondary/Tertiary Education  
7. **CLTA**: Computerised Language Testing and Assessment  
8. **CLIL**: ICTs for Content and Language Integrated Learning (CLIL)  
9. **DLLTL**: Distance and Lifelong Language Teaching/Learning  
10. **ICT-LSPs**: ICTs and Languages for Specific Purposes  
11. **CLC**: Computational Linguistics and Corpora  
12. **TITT**: Technological Innovation in Terminology and Translation  
13. **AVT**: Audiovisual Translation
### PARALLEL SESSIONS 1

| 7 May | 17:30-18:00 | Implementing situated m-learning activities for receptive oral skills. Izaskun Elorza, M. Dolores Castrillo, José Javier Ávila-Cabrera, Noa Talaván. | 04 LMOOCs: Room 03 | The multimedia repository LIRA: the community as a source of pragmatic input for learners of Italian as second language. Greta Zanoni. | 05 OCW: Room 04 | SpeakApps: resources and applications for developing oral skills online. Christine Appel. | 06 ELL: Room 12 | Blended learning in tertiary education: implementing Cambridge touchstone LMS at Universidad Europea de Madrid. Ana Otto. |
| 18:00-18:30 | Using audio description techniques to improve the oral competence of B1 EFL students by means of smart phones. Ana Ibáñez, María Jordano, Anna Vermeulen. | 03 IDUA: Room 03 | A study of multimodal discourse in the design of interactive digital material for language learning. Silvia Burset, Emma Bosch, Joan-Tomàs Pujolà. | 09 DLLT: + 07 CLTA: Room 04 | Implementing distance teacher training education through telecollaboration. Margarita Vinagre. | 06 ELL: Room 12 | Teaching idioms through movies. Irene López-Rodriguez. |

### PARALLEL SESSIONS 2

<p>| 8 May | 09:30-10:00 | Using ontologies to interlink linguistic annotations and improve their accuracy. Antonio Pareja-Lora. | 03 IDUA: Room 03 | Using Social Networks to Promote Cooperative Learning. Hanane Benali. | 09 DLLT: + 07 CLTA: Room 04 | How working collaboratively with technology can foster a creative learning environment. Susana Gómez. | 06 ELL: Room 12 | Evaluation of Reading achievement of the Program School 2.0 in Spain using PISA 2012. Cristina Vilaplana Prieto. |</p>
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**PARALLEL SESSIONS 3**

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<th>08 CLIL: Room 03</th>
<th>01 MALL: Room 04</th>
<th>04 LMOOCs: Room 12</th>
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**POSTERS SESSION: Hall in floor -1**

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<tr>
<td>17:00</td>
<td>17:30</td>
<td>La traducción audiovisual como herramienta para la enseñanza y normalización de las lenguas propias. Xoán Montero Domínguez.</td>
<td>Teaching the use of webquests to master students in Pablo de Olavide University. Regina Gutiérrez Pérez.</td>
<td>An updated account of the WISELAV Project: a visual construction of the English verb system. Andrés Palacios Pablos.</td>
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### PARALLEL SESSIONS 4

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<th>10 ICT LSP: Room 04</th>
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LIST OF ABSTRACTS

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SpeakApps: resources and applications for developing oral skills online

Speaking remains one of the main challenges for language students. Very often formal foreign language learning settings do not provide enough time for everyone in the classroom to practice the language. SpeakApps seeks to support the development of oral skills by developing free ICT-based tools and resources, enabling learners and teachers to practice and evaluate speaking skills at a distance or beyond the physical classroom. In this presentation we will show the project tools and resources, we will discuss examples of tasks for each tool and demonstrate how to access the platform.

The project online platform is divided into three areas: 1) the Open Educational Resources site with the learning activities and materials, 2) the learning tools: video/audioblog, videoconferencing, and a content management tool for synchronous tasks, and 3) Moodle classrooms for teachers who want their students to use these activities, materials and tools but do not have or wish to set up the required technological infrastructure and support. The activities and tools provided in SpeakApps are designed to be used both in a face-to-face classroom setting and as the main speaking activities for online courses. SpeakApps is a European project funded with support of the Lifelong Learning Programme of the European Commission.

References:


Christine Appel is the Director of the research Institute eLearn Center at the Universitat Oberta de Catalunya (UOC) in Barcelona, Spain. She is also the coordinator of European projects, amongst them, LLP project SpeakApps. She has also coordinated EFL and teacher training courses in the School of Languages at the UOC. She holds a PhD in Applied Linguistics from the University of Dublin, Trinity College. Her current research interests include Computer-mediated Communication, Distance education, Task-based Learning, and Computer-supported collaborative learning in the L2.
Mobile learning: a powerful tool for ubiquitous language learning

Mobile devices (smartphones, tablets, e-readers, etc.) have come to be used as tools for mobile learning. Several studies support the integration of such technological devices with learning, particularly with language learning (Kukulska-Hulme, 2009; Moura and Carvalho, 2009). In this session, we wish to present an Android app designed for the teaching and learning of Portuguese as a foreign language. We further aim to promote new experiences in the field of mobile learning, thereby introducing the concept of “Blended and Social Learning” (Dooly and O’Dowd, 2012). As we will attempt to demonstrate, this app provides users with a guided path that allows for the contextualized development of different skills (lexical, grammatical, written and spoken comprehension) based on self-correction exercises structured according to their level of difficulty. More than suggesting teaching contents, our aim is to foster the standardization across the on-line teaching network, encouraging teachers to actively work together to enrich the quality of the pedagogical strategies and contents presently available for teaching. This app will also feature a functional and intuitive development kit to create and visualize a wide range of contents, with different templates. These templates will be customized according to input from teachers, who may additionally suggest new types of exercises to encourage novel ways of perception and learning stimuli.

Keywords: mobile devices, languages, social learning, learning management system.

References:

NELSON GOMES is a master student of the University of Minho. He has specialized in Technologies and Information Systems and Micro and Nano Technologies. Currently he are developing your thesis in an Android Application for Distance, Blended and Social Teaching and Learning of Portuguese as Foreign Language.
Sérgio Lopes received his Ph.D in Industrial Informatics from the University of Minho, in October 2008, for a thesis on the design, description and reuse of object-oriented frameworks. Currently he serves as Assistant Professor at the same university where he also integrates the Embedded Systems research group. His research interests are focused on the design of frameworks and libraries, and more recently on efficient software development for mobile devices and for the web (both server and client) based on standards.

Sílvia Araújo is an assistant professor of the Institute of Arts and Human Sciences at the University of Minho. Her research interests focus on corpus linguistics, contrastive studies and technology in foreign language learning. Some of her major publications include articles related to the NLP research project Per-Fide – Parallelizing Portuguese with six different languages.
Vocabulary Notebook: A digital solution to general and specific vocabulary learning problems in a CLIL context

Traditionally, paper notebooks have been used by students to create a personalized vocabulary list. Teachers usually have encouraged students to add their own definition and sample sentences to the terms. Vocabulary notebooks are frequently suggested as effective tools for students to use, to take charge of, organize and manage their vocabulary learning (Schmitt and Schmitt, 1995 [1] and Fowle, 2002 [2]). We reckon that this is so with CLIL vocabulary too. In the digital era, we propose that the old paper vocabulary notebooks evolve into a technological tool.

In this presentation we will introduce a commercial platform that is being used for educational purposes in several countries by individuals as well as educational institutions. A scientific study to prove its effectiveness has recently been carried out with very good results in Spain. Further information about this study will be given during the presentation. The study is now being replicated in Portugal. This platform has been developed by one of the presenters and used and researched by the other one.

With Vocabulary Notebook [3] students can move their vocabulary notebooks to the cloud, being able to use any device (from iOS and Android smartphones / tablets to any computer through a web application). This tool allows students to write down all the new vocabulary they learn, with personalized definitions, translations, sample sentences, categories of their choice (nouns, idioms, animals, business, CLIL Vocabulary, First Certificate, etc.); and many other fields and marks (such as known, important...), as they do with paper notebooks. However, with this tool students can also sort their vocabulary from A-Z and review vocabulary by knowledge or categories. They can do self-assessment tests or even listen to the right pronunciation of the words. Students can also review and edit their personal vocabulary everywhere and using any device (smartphones, tablets or PCs); having all the devices synchronized at all times, with their vocabulary safe in the cloud. Moreover, special teacher features are provided for educational institutions.

With the incorporation of CLIL, in many Spanish schools problems with specific vocabulary have arisen. Teachers are worried because they devote too much time to the learning of CLIL vocabulary and not to the application of those words in social tasks, which are a way of consolidating knowledge and key competences at the same time. With Vocabulary Notebook we will show how this problem can be tackled in a very successful way. Vocabulary Notebook can also be associated to the key competences (specially, linguistic, digital, social and civic, autonomy and entrepreneurship and learning to learn).

References:


Plácido Bazo is associate professor in the Faculty of Education of the University of La Laguna (Canary Islands, Spain). His main research areas are the teaching of English to young learners and the development of the key competences in primary and secondary Education. He has been involved in research about key competences with Proyecto Atlántida and the Spanish ministry of Education.

Romén Rodríguez is the CEO of Langproving (Canary Islands, Spain). He obtained his B.Eng and M.Eng degrees in Computer Science & Engineering from the University of La Laguna. He has worked as Software Engineer in tech companies and startups and also as a researcher in educational software. At Langproving he is also the Product Manager of Vocabulary Notebook, leading a multidisciplinary team of 6 people. He also collaborates with universities conducting scientific research to prove the pedagogical effectiveness of this latter platform.
Motivation in a MOOC

Whilst several existing studies on foreign language learning have explored motivation in more traditional settings (Dörnyei, 2003), this paper presents one of the first studies on the motivation of participants in a MOOC.

The MOOC, Travailler en français (https://sites.google.com/site/mooctravaillerenfrancais/home), was a 5-week open online course for learners of French at level B1 of the CEFR, and aimed to develop language and employability skills for working in a francophone country. It was run by the Instituts Français in Madrid, Milan, Bremen and London, and the Open University in the UK; it took place in early 2014 and attracted more than 1000 participants.

Intrinsic motivation (Wigfield and Eccles, 2000), is directly linked to one’s enjoyment of accomplishing a task. We conducted a study based on the cognitive variables of the Self-Determination Theory (Deci and Ryan, 1985, 2000), and adapted the Intrinsic Motivation Inventory (Deci and Ryan, 1985) to the context of a MOOC in order to understand the expectancy beliefs and task values of participants engaging with the MOOC.

Participants answered a 40 Likert-type questions on enjoyment/interest (i.e. I will enjoy doing this MOOC very much), perceived competence (i.e. I think I will be able to perform successfully in the MOOC), effort (i.e. I will put a lot of effort in this MOOC), value/usefulness (i.e. I think that doing this MOOC will be useful for developing my skills), felt pressure and tension (i.e. I think I might feel pressured while doing the MOOC) and relatedness (i.e. I think I will feel like I can really trust the other participants).

Results highlight significant factors that could directly influence intrinsic motivation for learning in a MOOC environment.

References:


Tita Beaven is a Senior Lecturer in Spanish at the Open University, where she is also Head of the Department of Languages. Her research interests are in the area of open educational resources and practices.

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Alix Creuzé is a teacher of French and instructional designer, coordinator of Educational Innovation and Multimedia at the French Institute of Madrid and coordinator of the MOOC ‘Travailler en français’.
Assessing pragmatic performance in online environments

Testing pragmatics is a relatively young field of research compared to other areas of the field of pragmatics, such as pragmatic development (e.g. Kasper and Rose, 2002; Barron, 2003; Schauer, 2009; Martínez-Flor, 2012; Usó-Juan, 2013). In Roever's (2011: 463) words, "testing of second language pragmatic competence is an underexplored but growing area of second language assessment". In recent years, the issue of testing pragmatics seems to have called the attention of several researchers (Kasper and Roever, 2005; Roever, 2005; 2010, 2011; Martínez-Flor, 2013; Ross and Kasper, 2013), albeit there is a need to contribute to this growing area, especially in virtual environments and employing new technologies (Roever, 2013) since little work has been done. In order to assess second language pragmatic performance, researchers in the field of interlanguage pragmatics (ILP) have widely employed discourse completion tasks/tests (DCTs) to collect written data. Other research instruments such as role-play tasks have been frequently used in experimental research to obtain spoken data, or rating assessment instruments to gather comprehension data. In addition to this, verbal reports–concurrently and/or retrospectively–have been also used in the field of ILP in order to gain information related to participants' cognitive processes when undertaking cognitive tasks such as DCTs and/or role-play tasks (see Félix-Brasdefer, 2010 for a review).

Taking into account those aspects, the purpose of this paper is to expand prior research in the field of testing pragmatics in virtual environments using new technologies. Hence, this paper first provides a revision of the role of testing pragmatics and the existing tests (i.e. DCTs), and it argues for the use of interactive DCTs (Martínez-Flor and Usó-Juan, 2011; Martínez-Flor, 2013)–which allow participants to freely interact and elaborate different turns to achieve communicative purposes–and verbal reports in order to explore participants' performance (Woodfield, 2008, 2010; Félix-Brasdefer, 2010). This is then followed by the study itself, which involved 30 adult learners of English as a foreign language, whose proficiency level was that of upper-intermediate. The study was conducted in an online environment using new technology tools, and participants were asked to work collaboratively in the completion of the interactive cognitive task. Furthermore, verbal reports were employed in combination with the DCTs. Findings from this study revealed that the interactive nature of the research instruments had an effect on participants' elicitation and performance of speech act data since they were allowed to freely interact to reach communicative goals. Furthermore, findings also showed that verbal reports were instrumental in determining learners’ pragmatic performance and the degree of content validity.

References:


**Vicente Beltrán-Palanques** holds a BA in English Philology and a MA in Teaching English in Multilingual Contexts. He is currently researching a PhD in Applied Linguistics at Universitat Jaume I (Castellón). He teaches English didactics and EFL courses for graduate and undergraduate students at Universitat Jaume I. His research interests include interlanguage pragmatics, research methods in interlanguage pragmatics, language assessment and the teaching of the four language skills. His recent publications include Exploring research methods in interlanguage pragmatics: A study based on apologies (Lambert Academic Publishing, 2013), "Teaching refusal strategies in the foreign language classroom: A focus on inductive-deductive treatments" with Alicia Martínez-Flor (Journal of English Studies, in press), "Teaching the four language skills communicatively: The potential of new technologies", edited by H. Chodkiewicz and M. Trepczyńska (Cambridge Scholars
Generating a Spanish Affective Dictionary using Supervised Learning Techniques

Nowadays, Machine-Learning techniques are being used in several Natural Language Processing (NLP) tasks, such as Opinion Mining [1]. Opinion Mining (OM) is used to analyze and determine the affective orientation of texts, that is, the sentiment of texts. By ‘sentiment of text’, we mean its positive or negative orientation. Generally, it is achieved by means of the affectivity of each word in the text.

There are few dictionaries of affective orientation for Spanish. One of them has 2,038 words [2]. This dictionary has a Probability Factor of Affective (PFA). The PFA represents the agreement between annotators; it was calculated by Cohen’s Kappa metrics. Words were classified in 6 categories (joy, anger, fear, sadness, surprise, and disgust). Another one has 4,738 words classified as positive and negative [3]. Both dictionaries are used in sentiment analysis tasks.

If a Spanish Dictionary has enough words classified with their affective orientation, it will be very useful for different tasks in OM. Thus, we propose to automatically build a huge affective dictionary (ca. 20,000 words). Supervised learning techniques are used to classify a lexical dictionary, namely, decision trees (J48), Naive Bayes, and Support Vector Machine. We use two affective dictionaries mentioned above for the training step, which have words classified as positive or negative and lexical information from the Anaya Spanish dictionary, which contains the Spanish words to be classified and glosses.

Our approach consists in extracting the definition of each word from the lexical dictionary to classify it as positive or negative. We consider only content words, that is, all words except stop words (prepositions and articles, among others). In the training step, we use the two affective dictionaries presented above, we consider only two categories: positive and negative. In the case of the second dictionary, which has six categories, each word was associated with one of the two categories used. For instance, the category joy was associated with positive, sadness with negative, etc.

The classification process consists of two steps. In the first step, for training the model, we use words from the affective dictionaries to train the models. For each word its gloss is extracted from the lexical dictionary (Anaya dictionary). Based on that definition, a weighted vector is created by means of its content words using TF-IDF (Term Frequency—Inverse Document Frequency) to weight its importance in the corpus in order to train the models.

In the second step, we classify those words from the lexical dictionary that have not been labeled with one of the two categories. Similarly, their definitions are extracted from the lexical dictionary, and a weighted vector is created with its content words using TF-IDF. Then, each word is classified as positive or negative according to its definition using the training model generated.

We obtained a dictionary ca. 20,000 words, and the results obtained are promising for OM applications.
References:


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Using Social Networks to Promote Cooperative Learning

This investigation tends to submerge in social networks and to study the possibility of using these technological resources, available for every student in our Spanish society, to promote cooperative learning and to improve academic achievement. The main questions of the research are: how can social networks be used effectively in second language teaching and acquisition? How will the use of social networks in language teaching improve the students’ self-dependency? Will the use of social networks change the role of the teacher from being the facilitator and resource developer to being the group’s assessor? Will the use of social networks improve the students’ their linguistic competence? Having in mind that Cooperative learning is a well-documented and frequently recommended strategy for enhancing academic (Cohen and Lotan, 1997; Slavin, 1995a, 1995b, 1990; and Sharan, 1994), cognitive (Lotan and Whitcomb, 1998), and social (Slavin, 1995b; Stevens, R. J. and Slavin, R. E., 1995) outcomes for students, we conducted the research with two EFL groups of 22 students each. The main aim was to make them learn cooperatively by using a social network. We selected Facebook as one of the mostly used social networks that our students were able to manage and use correctly. Since the investigation was meant to be experimental our two groups were divided into a control and an experimental group randomly. Both groups were an A2 level, following the Common European Framework of Reference, who were studying English at the University of Salamanca. The control group was given some grammar objectives in terms of titles that they had to investigate and to practice for their exam. Whereas, the experimental group was asked to create a Facebook group in which they were to share information related to the two grammar objectives to prepare for their exam. Both groups did a pre and a post-test to compare the results of those who worked cooperatively using Facebook and those who worked individually. The results confirmed the hypotheses and we found significantly greater achievement in the cooperative than in control class.

**Keywords:** Second Language Acquisition, Social Networks, Cooperative Learning and Academic Achievement.

Profesor at the University of La Rioja and that of Salamaca, **Hanane Benali Taouis** is holder of a BA in English from the University of Hassan II Casablanca (June 2000), a DESA (diplôme d’études superior approfondi) in Teaching English as a Foreign Language from the University of Education, Rabat (June 2003), a Degree of Salamanca from the University of Salamanca (June 2006), a Master of Teachers of Secondary School Education from the University of Salamanca (June, 2012) and a PhD Degree in Linguistics (2013) from the University of Salamanca, Spain. She published two books: Communication Strategies Proficiency and Consciousness: An Empirical Study of Spoken English (LAMBERT, 2011), and Group Work in Oral and Written Activities: An Interactive Approach to English Language Teaching (LAMBERT, 2012). Her interests include Applied Linguistics, SLA and TEFL.
The Importance of Corpora in Translation Studies: A practical Case

This paper deals with the use of corpora in Translation Studies, particularly with the so-called “ad hoc corpus” or “translator’s corpus” as a working tool both in the classroom and for the professional translator. We believe that translation corpora are an inestimable source not only for terminology and phraseology extraction (cf. Maia, 2003), but also for studying in depth the textual conventions that characterize and define specific genres in the working and translation languages, apart from the well-known fact that they also constitute an excellent source of learning something about the subject, about language use and a specialized language. The aim is, therefore, to enable the student to acquire and develop their own translation competence and that this reverts in the translation brief. Because of this, corpus design and data analysis is as important from the didactic point of view as it is from the point of view of the translator’s profession.

With this aim in mind, in our paper we will first perform a review of the main CAT (Computer Assisted Translation) Tools in the market (cf. López Sánchez, 2012; Bermúdez Bausela, 2010; Austermühl, 2001) in order to provide background information regarding the tools that we are interested in. These tools are corpus analysis tools, mainly concordancing tools and frequency lists. In particular, we will focus on WordSmith Tools. Then, we will pay attention to the importance of sample texts in the Translation field and more specifically we will concentrate on the translation brief, where we will discuss the main corpus design issues and the practical aspects of corpus compilation (cf. Bowker and Pearson, 2002; Corpas Pastor, 2004) (such as reliability of web pages on the Internet among others) as well as data extraction and analysis through the illustration of a practical case.

Therefore, the methodology would be as follows: taking a specialized text as the starting point (this could be the text sent by the client or the text given by the teacher in class to translate), we will show how to generate a frequency word list of the text. The most frequent terms will help us understand the topic, its level of specialization and identify the textual type and genre it belongs to. Once we have the equivalents in the target language, we will be able to start building the translator’s corpus. It is important that the corpus we build be equivalent in the criteria we have mentioned before (topic, level of specialization, textual genre and textual type).

The corpus used for the present study is a specialized corpus consisting of texts from the field of Microbiology, more specifically meat research. We will compare and discuss some of the most important designing and compiling criteria given by authors such as Oolan (2004), Bowker and Pearson (2002) or Corpas Pastor (2004) in order to introduce our own personal criteria. Once our corpus is operative to be exploited using corpus processing tools, our aim is to study the textual conventions in the target language that characterize the particular genre of the text we are translating so that we can make the best informed decision as to the most appropriate natural equivalents, phraseology and style in the target language (cf. Philip 2009; Bowker and Pearson 2002). We intend to do so thanks to concordance, collocate and cluster searching: all of them utilities provided by the aforementioned tool.
References:


Dr **Montserrat Bermúdez Bausela** is an Associate Professor in Translation and Interpreting at Universidad Alfonso X el Sabio (Madrid, Spain). She currently teaches, among other subjects, Linguistics Applied to Translation, Theory and Practice of Translation, English for Translator Trainees, New Technologies Applied to Translation and Software Localisation. Her research interests include Textual Linguistics, Discourse Analysis, the application of CAT Tools to research in the field of Translation Studies, and English for Specific Purposes, among others. She gained her PhD in English Philology at the Universidad Nacional de Educación a Distancia (UNED) in 2008. She holds an MSc in Software Localisation from the University of Limerick (Ireland). She is author of several articles related to descriptive translation studies, corpus linguistics, software localisation and translation in international institutions, among other areas. She has participated in several teaching innovation and research projects. She is also a regular teacher in the Postgraduate Program in “Tradumática, Localización y Traducción Audiovisual” in Universidad Alfonso X el Sabio.
Technology use in Nursery and Primary Schools in two different settings

Although research has explored students and teachers’ use of technologies at university (Steel and Levy, 2013) and secondary level (Purcell, Heaps, Buchanan, and Friedrich, 2013), this research has been largely based on self-reports and/or on a very limited number of case observations (Wright, and Wilson, 2005-2006). An area largely unexplored is teachers’ use of technological tools at primary and nursery schools based on a large number of observation reports.

Our work tries to illustrate how and what tools teachers, and especially foreign language teachers, are currently using both inside and outside the classroom for professional purposes. In order to explore this issue, an on-line survey was answered by pre-service teachers after their practicum period in schools in two regions of Spain. Two different cohorts of students were told to observe their tutors use of technologies during their practicum period, and to offer suggestions about ways in which their tutors’ teaching could be enhanced by using technologies. After the practicum had finished, the students filled in an anonymous survey, which contained both Likert-scale rating questions and open-ended questions so that they could report their experiences.

This presentation will report the findings from the survey stating first which tools, to which extent and for what purposes are used by teachers in the classroom. Secondly, it will illustrate which technologies and for what purposes are used by the same teachers outside the classroom. Thirdly, it will compare the data from both regions of Spain to explore any convergence or divergence in technology use depending on setting. Finally, it will provide insights into which technologies pre-service teachers consider would improve current educational practices.

References:


Mª Camino Bueno Alastuey is Assistant Professor at the Public University of Navarre where she teaches Technologies for Foreign Language Learning both in the degree of Primary and Nursery Education and in the Master of Secondary Education. Her research focusses on effective uses of technological tools for language teaching and learning and has published papers both nationally and internationally about synchronous voice-based CMC, blended learning, telecollaboration and course design.
Jesús García Laborda, PhD and EdD is an associate professor at Universidad de Alcalá (Madrid, Spain). His current research covers many areas of computer implementations for language learning and testing along with ESP and teacher training. Dr. García Laborda is an editorial board member of a number of journals for language teachers.
A study of multimodal discourse in the design of interactive digital material for language learning

The research of the design of interactive digital material for language learning is a research issue that should be addressed from different perspectives. To ensure meaningful interactivity between the learner and the digital material, courseware design should be analysed taking into account the usability of the learning material from the study of multimodal discourse (Nielsen and Morkes, 1998, Han et al., 2001; Marzal, Colmenero and Morato, 2003; Nokelainen, 2006).

This study analyses published interactive material for the learning of Spanish as a First Language and English as a Foreign Language commonly used in primary and secondary education in Spain. The present investigation looks into the relationships between text and image on the interface of interactive digital material (IDM) to develop learners’ language skills.

Screen design, first, is evaluated with regards to the following formal units of analysis: graph (shape, colour, size, resolution, significance), font (style, colour, size, readability), composition (location, ratio) and action (identification and effects) to assess their functionality in various learning activities. Following this, a discussion is presented on the way these features of multimodal discourse can influence the language learning process.

References:


Silvia Burset, B.A. in Fine Arts and PhD in Communication, Art and Education at the University of Barcelona. Associated Lecturer in the Department of Teacher Training in Visual Arts. Her research interests focus on the relationships between the fields of visual culture and education. She is a member of a three-year research project funded by the Spanish Ministry of Economy and Competitiveness, EDU2012-38049.

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**Joan-Tomàs Pujolà**, PhD in Applied Linguistics and Senior Lecturer in the Department of Language Teaching at the Faculty of Education, University of Barcelona. His research interests focus on CALL, Teaching Spanish as a Foreign Language and Language Teacher Education. He is the Principal Investigator of a three-year research project funded by the Spanish Ministry of Economy and Competitiveness, EDU2012-38049.
(In)formal Learning of languages through global social media projects. Study case TED OTP

The unstoppable increase of online collaborative software which supports online audiovisual translation has strengthened the growth of a bastion of who freely translate and subtitle multimedia content.

In this spirit, the past decade has witnessed a vibrant expansion of intercultural collaborative efforts within the crowdsourced audiovisual translation communities.

The impact of some global social media projects in informal language learning can inspire us to improve the teaching of second languages and intercultural skills in a formalized context.

As a case in point, we will focus on TED, a global communication platform where people from all over the world interact with each other creating, sharing, exchanging and commenting on content within a virtual community and several networks. The TED project deals with accessibility in the sense of spreading knowledge without linguistic barriers, as is reflected in the motto of the project: ‘Ideas worth Spreading’. Although almost all the scientific TED Talks are published in English, a TED subproject, the Open Translation Project OTP, hereinafter referred to as OTP.

This offers volunteers (more than 10 000 from all over the world) worldwide the opportunity to subtitle the talks transcribed in English and published at TED into different languages.

For this purpose, TED OTP uses Amara a free online service which allows the uploading, transcribing and subtitling of videos, as well as viewing the videos with overlaid subtitles prepared using the website.

The aims of our work are:
1. To characterize key motivational factors driving volunteer translators to engage in these intercultural collaboration endeavors within TED.
2. To analyze the main factors boosting their satisfaction in this global web social media project, namely, technical environment and infrastructure and organizational support and communication quality.
3. To show the workflows by Amara and how to use them in a blended formal learning framework.
4. To identify the competences volunteers gain performing these tasks.

Keywords: Informal learning, subtitling, volunteering, motivation, lifelong learning, participative culture, Web 2.0.

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TED. Retrieved November 20th 2013 from: www.ted.com

TED OTP. Retrieved November 20, 2013, from www.ted.com/OpenTranslationProject

**Lidia Cámara de la Fuente.** I am a University Lecturer at the University of Cologne and a postdoctoral Researcher. I hold a PhD in Applied Linguistics and I am carrying on my postdoctoral research in the field of (in)formal learning through social media in multilingual and multicultural environments. I hold a PhD in Applied Linguistics. My doctoral research specialized in linguistic engineering under the title “Multilingual technical communication: Managing knowledge and linguistic resources for translation projects”. I also have an MA in Internet Applied Technologies with special focus on accessibility and usability of multilingual resources, and an MSc in Language Pathology, with special attention on multilingual and multicultural issues.
Transcription and annotation of a Japanese accented spoken corpus of L2 Spanish for the development of CAPT applications

This paper addresses the process of transcribing and annotating spontaneous L2 speech with the aim of compiling a training corpus for the development of computer assisted pronunciation training (CAPT) applications enhanced with automatic speech recognition (ASR) technology. Non native speech is characterized by a high degree of mispronounced sounds, by the presence of prosodic variation, and by other non-linguistic phenomena such as hesitations, that can interfere in the process of recognition, leading to an increase in the word error rate (WER). To better adapt ASR technology to CAPT tools, the recognition systems should be trained with non native corpora transcribed and annotated at several linguistic levels. This allows the automatic generation of pronunciation variants, new L2 phoneme units, and statistical data about the most frequent mispronunciations by L2 learners. Although some available learner corpora of L2 Spanish can be fully accessed in the web (Campillos, 2013; Díaz, 2007; Mitchell et al., 2008); this is the first attempt in compiling a non-native spoken corpus of L2 Spanish aimed to the development of CAPT tools, fully transcribed at both phonological and phonetic levels and annotated at the error level.

We present an L2 Spanish corpus of Japanese accented speech compiled, transcribed and annotated for the development of ASR based CAPT applications for Japanese learners of Spanish. The corpus features 8.9 hours of spontaneous, semi-spontaneous and read speech recorded from 20 Japanese students. The speech data was segmented and transcribed in orthographic, canonical-phonemic and narrow-phonetic levels using *Praat*. We adopted the SAMPA phonemic inventory for the phonemic transcription in Spanish (Llisterrri and Mariño, 1993) and added 11 new symbols and 7 diacritics taken from X-SAMPA (Wells, 1994) for the narrow-phonetic transcription. Non linguistic phenomena and incidents were also annotated with XML tags in independent tiers. Standards for transcribing and annotating non native spontaneous speech (TEI, 2013; Gibbon et al., 1998), as well as the error encoding system used in the project, will be addressed. Up to 13410 errors were segmented, aligned with the canonical-phonemic tier and the narrow-phonetic tier, and annotated following this encoding system. The data from the transcriptions was recovered using *Praat* scripts and processed in table charts for the statistical analysis. We will particularly consider some problematic issues when transcribing and annotating spontaneous non native speech and will propose a methodology that contributes to the reduction of inter- and intra- transcriber variability.

**Keywords:** non-native spoken corpora; spontaneous speech transcription, L1 Japanese, L2 Spanish, transcription and annotation standards.

**References:**


Mario Carranza graduated on English Studies by the University of Zaragoza and Spanish Linguistics by the Autonomous University of Barcelona, with a Master Dissertation on Spanish Pronunciation Acquisition by Japanese speakers. He has worked at the Tokyo University of Foreign Studies and Waseda University among other institutions in Japan. At present, Mario Carranza is employed at the Department of Spanish Philology in the Autonomous University of Barcelona. His is currently researching on speech technologies for language learning, corpus linguistics and computer/mobile assisted language learning.
Challenging language teaching with MOOCs. The case of *Español Salamanca A2*

The aim of this talk is to place the specific experience of setting up (designing) a basic Spanish course, *Español Salamanca A2*, within the general context of online language teaching and, in particular, within the most recent field of massive open learning. This course has been designed by the Spanish Language Teaching Research Team at the University of Salamanca (ELElab) in collaboration with the Innovation and Digital Production Service; it is hosted on MiríadaX, the leading online learning platform in the Spanish speaking world.

In this context, and in comparison with other initiatives, we will carry out an analysis of the course in three essential areas.

Firstly, we examine the adaptation of the goals to the restrictions. In nature, these restrictions are both general, due to the kind of teaching (number and types of students, degree of possible tutoring, etc.) and particular, due to the limitations of the hosting platforms (tools, activities design, degree of interactivity, etc.).

Secondly, the we will engage with the process of designing and implementing a didactic structure, as it is constituted by certain contents, practice material, and tools for evaluation that are directed towards the course goals but requires a necessary adaptation to the previous restrictions. We will thus consider the difficulties we faced and the strategies we used to overcome them.

Lastly, once the course is tested, we will develop an analysis of its results, strengths and weaknesses. We will also consider the possible applications of statistical data provided by the platform for the revision of goals, design and implementation in subsequent editions.

Our own particular case will allow us to draw a general overview of how language courses can be integrated into the model of massive open online teaching, with the difficulties it presents for this specific type of learning (based on production, interaction and motivation), the current adaptation strategies and the overcoming proposals (transforming the challenge into an advantage) for the future.

**ELElab** is a University of Salamanca R&D unit specialized in the design and development of Spanish as a second language teaching materials. It has just published four textbooks (Español ELElab Universidad de Salamanca A1-A2, B1, B2, C1-C2) and a reference grammar of Spanish (Gramática de referencia para la enseñanza de español) and is now working on “Español Salamanca A2”, the first MOOC of Spanish as a foreign language based in Spain. Its members are **Rebeca Delgado, Lorena Domínguez, Daniel Escandell, Gloria García, Maddalena Ghezzi, Álvaro Recio** and **Carmela Tomé**.
The CodA Scoring Rubric: An Attempt to Facilitate Assessment in the Field of Digital Educational Materials in Higher Education

CODa is an innovative quality tool for the evaluation of Digital Educational Material at University level. This tool aimed at the teacher with a poor technological background was empirically developed at the UCM School of Philology and consists of ten main evaluation criteria selected out of the revision of previously existing evaluation tools, most of them international. Five of these ten criteria are educational—i) Aims and pedagogic coherence, ii) Content quality, iii) Capacity to generate learning, iv) Interactivity and adaptability, v) Motivation—and the second five are technical—vi) Format and layout, vii) Usability, viii) Accessibility, ix) Visibility, x) Interoperability. These were intended to be graded on a 1 to 5 Likert based scale depending on a set of subcriteria previously stated in the CODa user’s guide, designed to facilitate the evaluation process (Fernández-Pampillón et al., 2012). The aim of this study is to present the CODa scoring rubric as an attempt to communicate expectations of quality for the 10 CODa criteria and their subsequent subcriteria, the focus being on a still more accessible evaluation of Digital Educational Materials in Higher Education aimed at accurate and fair assessment and fostering understanding (Domínguez et al., 2013). This rubric has been designed to be applied to any educational content, language learning materials included. In this regard, it has been successfully applied to the evaluation of Apps in Language Learning (Martín-Monje et. al, 2014). In addition, the rubric has set the basis for the current development of a new AENOR Standard for the Assessment of Quality in Digital Educational Materials (PNE 71362).

Keywords: Education and Educational Research, Assessment, Digital Learning Materials, Higher Education.

References:


Dr. Elena Dominguez-Romero holds a Master’s degree in Innovative Teaching in Tertiary Education. She joined the Department of English I at the UCM in October 2006. Before that, she had participated in a two-year University Teacher Training
Program funded by the University of Huelva where she also worked intensively as a lecturer and full-time researcher in three Teaching Innovation Projects aimed at the creation and publication of materials for teaching content through English in primary education (2005, 2006a, 2006b). At the UCM, she has participated in several other Teaching Innovation Projects intended to enhance the implementation of Campus Virtual practice in the programs offered by the School of Humanities (2010, 2011a, 2011b, 2012a) and e-learning materials and repositories (2012b), MOOCs (2013a) and Campus Virtual Forums and Discourse Analysis (2013b).

**Ana Fernández-Pampillón Cesteros** is Lecturer and Researcher in the Faculty of Philology at the Universidad Complutense of Madrid (UCM). As a researcher Ana Fernández-Pampillón Cesteros has participated in projects related to e-learning, b-learning, educational innovation and computational linguistics. Her main areas of research are computational lexicography (dictionaries, glossaries, thesauri and ontologies) and its application to virtual education (e-learning, semantic web and LMS). Currently, she is working on the development of new features for the "OdA" Digital Object Repository Tool, building Learning Object Repositories and Scholar Virtual Museums, and on the development of a Model for Quality Assessment of Digital Learning Material. From March 2007 until July 2012 she was member of the Campus Virtual Advisory Board. Since March 2007 she has been Vice Dean of Applied Technologies in Filology at the Universidad Complutense of Madrid (UCM). Also she is member of the AENOR (Spanish association for standardization) Technical Standardization Committee about Information Technology AEN 71, Subcommittee SC 36 (e-learning). She is currently coordinating the Working Subgroup AEN 71/SC36/GT 12 which is developing a new standard for Measuring the Quality of Digital Educational Materials (PNE 71362).

**Isabel de Armas Ranero** has been working at the Complutense University of Madrid since 1980. First, as head of the Library of the School of Chemical Sciences and then, from 1990 onwards, in charge of the Information and Support for Teaching and Research Center of the Library of the School of Humanities, being mainly devoted to information training. Since 2000, she has also participated intensively in the different Committees of the University Library for Information and Support for Teaching and Research. She has taken part in several UCM Teaching Innovation Projects held at the School of Humanities. Her current focus is the development of e-learning courses, working with the Main Library of the Complutense University of Madrid.
Critical visual literacy: the new phase of Applied Linguistics in the teaching and learning of foreign languages in the era of mobile technology

We are experiencing a new phase of Applied Linguistics to the science of design, (Weideman, 2009) in other words, some teachers are trying to find ways to create and configure tasks and activities, with the aid of technology, which may facilitate solving problems related to language. In our society, which is full of images, visual representations and visual experiences of all kinds, paradoxically, there is a significant degree of visual illiteracy. Despite the importance of developing specific visual skills, "visual literacy" is not a priority in school curricula (Spalter e Dam, 2008). This work aims to (1) emphasize the importance of integrating visual literacy as a fifth linguistic skill in English classes, and (2) to show a visual activity exploring a video called "Price Tag". We will show some strategies that can be applied in foreign language classes in order to teach students a way to encode and decode the artifacts of their own culture. In this research, we used the students’ cellphones with which we develop activities using videos as multimodal texts. This kind of texts is the combination of modes in a single composition to be meaningful (New London Group, 1996). We chose videos because they are one of the participants' favorite cell phone affordances. 52% of them told us that send or receive videos through their cell phones on a daily basis. The video "Price Tag" was downloaded from the You Tube site and processed in 3pg format for mobile technology and transferred by bluetooth to the students' cellphone. The participants were 32 high school students from the Federal Institute of Piauí – Zona Sul Campus, in Teresina, Brazil. The theories that supported the analysis were the concepts of Affordance, according to Gibson’s studies (1979), Kress (2009) and van Lier (2004), Vygotsky’s notion of Social Interaction and the concept of Human Agency versus Technology, according to Rose and Jones (2003), Miller (2009) and Cooper (2011). The conclusion reached (during the analysis) was that students developed a more socially conscious way to evaluate images. This is crucial because through this kind of activities students become not only technologically literate but also visually literate. We should not forget that each person has a unique way of perceiving the world. The visual image is one more tool to facilitate understanding of the social world (Freire, 2007). The videos also had an impact on the motivation and interest of students. They were tools to demonstrate the significance and meaning of daily scenes and culture of the students. Although teaching with the help of the cellphone is fairly recent, the experience of this research was rewarding and motivating for both students and researchers. According to the statements of the students, the cell phone helped and made the interpretation of images easier, especially because mobile technology has helped to improve language learning. It put students into a more realistic context and made this process more attractive, interesting and motivating. Students were able to maximize the acquisition of skills, linguistic competences and to optimize their time of study with mobile technology. They were also able to have access to their didactic activities anywhere and anytime. Thus, the use of cell phones in teaching and learning foreign languages has enabled a variety of ways of teaching and learning which were not possible in an atmosphere of traditional or formal teaching.
Keywords: Critical visual literacy, Material designing, Mobile learning, Multimodal text.

References:

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Giselda Costa teaches at the Federal Institute of Piaui- Brazil. PhD in Linguistic at University Federal of Pernambuco. She participated in a stage in the Faculty of Psychology and Educational Sciences - University of Coimbra – Portugal. She has had a strong interest in critical visual literacy, new technologies for education and English language teaching as a foreign language and mobile learning.

Antonio Carlos Xavier teaches at Federal University of Pernambuco- Brazil as a Linguistic teacher ( PhD).He holds a Postdoctoral hypertext , language and digital rhetoric from the University of Paris VIII , France. Conducts research about: Hypertext, Technology, Learning, Literacy, Rhetoric and Digital Culture. He is the editor of Hipertextus Digital Magazine (www.hipertextus.net) and member of the editorial board of scientific journals. He has published the books: The Age of Hypertext: language and technology, Hypertext & cyberculture, Hypertext and digital genres, How to make a text and How to make and present academic papers at scientific meetings.
Implementing situated m-learning activities for receptive oral skills

Although mobile learning is still a relatively new phenomenon whose theoretical basis is still under development, mobile technologies are quickly becoming instrumental tools more and more widely used in both formal and informal language learning. In the last years the number of language learning apps available either for free or to be purchased (particularly for Android-based and iOS-based devices) has increased exponentially, thus helping teachers as well as autonomous learners add these new tools to their range of learning resources. However, as some scholars warn, the effectiveness of these instrumental tools for language learning heavily relies on their thoughtful application to the language pedagogy adopted (Ally, 2009:2; Chinnery, 2006:9), as well as on the need for educators to previously familiarise themselves with the advantages of these tools in order to capitalise on their students’ usage of them (Bradley and Holley, 2011:106-7; Schuck et al., 2010). In this sense, it is necessary to bear in mind that, although mobile learning is often viewed just as “a burgeoning subdivision of the e-learning movement” (Chinnery, 2006:9), when learners’ experiences are considered, m-learning can potentially be characterised distinctively as a spontaneous, private, portable, situated, informal, bite-sized, light-weight and context-aware phenomenon (Traxler, 2005:264). The principle feature of mobile learning is that it makes possible for learners to “undertake learning activities while in transit or other places that might otherwise be considered as wasted opportunities” (Stockwell, 2013:119), but mobile learning is also “a highly fragmented experience liable to be fraught with distractions” (Kenning, 2007:194). By contrast, apps seem to be a means of encouraging learners to make the most of the potential of mobile learning.

The aim of this paper is to describe the features of an app, known as VIOLIN, developed within the ATLAS research group. The pedagogical purpose of VIOLIN is to foster learners’ receptive oral skills in English by means of audiovisual reception activities on ready-made videos extracted from TV series, exploiting both the pedagogical features of audiovisual language (Pavesi, 2012) and video clips (Talaván, 2013) for L2 learning. In order to discuss the potential benefits of this tool, this paper focuses on the dimension of situated learning from a twofold perspective, so mainly questions related to the ‘authenticity’ (Kearney et al., 2012) of the app are discussed. Firstly, situated learning is considered in relation to the concept of ‘situated cognition’ in that, as Koole (2009:37-8) posits, learning tasks should be situated within authentic contexts in the sense that the outcomes of the learning activities are intended for members of a real and larger community, the learner thus being action-oriented rather than passive. Secondly, situated learning is also considered in relation to the benefits of the app for the learners’ fostering of receptive oral skills, with the oral input presented as a complex multimodal linguistic product rather than as the only-spoken material used for listening practice until recently.

Keywords: MALL, video clips, situated learning activities, audiovisual reception, receptive oral skills.
References:


**Izaskun Elorza** is Associate Professor in English Language and Linguistics at the University of Salamanca (Spain), where she teaches on the university's Degree in English Studies and the Master's Degree in Secondary Education. She has been involved in English language teaching and linguistics for twenty-five years, working as a teacher, teacher educator and researcher (PhD on the use of translation for formative assessment in ESP). Her research interests in descriptive linguistics cover the analysis of newspaper discourse, the use of evaluative language and the construction of the writer identity in academic writing, mainly from a systemic-functional perspective and by means of corpus linguistics methodology, whereas her research interests in ELT range from language assessment and the pedagogic functionality of translation to the use of ICTs, particularly in ubiquitous learning. In this last field, she joined the Atlas Research Group (GI94 UNED) a few years ago in
order to develop m-learning activities for learning English, of which the app VIOLIN is one of the outcomes developed by Noa Talaván (UNED), José Javier Ávila-Cabrera (UNED), M. Dolores Castrillo (UNED) and herself.

Dr. **MD Castrillo** holds a senior lecturer position in the Foreign Languages Department of the Universidad Nacional de Educación a Distancia (UNED), Spain, where she teaches mainly in the areas of German as a Foreign Language, and CALL (Computer-Assisted Language Learning). She is a member of the ATLAS research group and her main research interests include computer-mediated communication, mobile learning, MOOCs and foreign language education. She has recently won the first national prize to the best MOOC (Massive Online Open Course) given by the Spanish Ministry of Education in the first edition of such prize (2013).

Dr. **José Javier Ávila-Cabrera** works as a part-time lecturer at the Universidad Nacional de Educación a Distancia (UNED), Madrid (Spain), where he teaches in areas such as English language, the use of ICT in L2 learning, audiovisual translation and accessibility. He holds a degree in English Philology from the Universidad Autónoma de Madrid and postgraduate courses on both Translation (UNED) and Translation and Technology (Heriot-Watt University, UK). He holds a PhD in English Studies by the UNED, specialising in the field of the subtitling of offensive/taboo terms. Among his academic interests are subtitling, AVT as an L2 learning tool and the use of technology in foreign language education (CALL and MALL). He also collaborates with the Atlas Research Group.

Dr. **Noa Talaván** holds a lecturer position in the Foreign Languages Department of the Universidad Nacional de Educación a Distancia (UNED), Spain. She specializes in audiovisual translation and foreign language learning. She is also an official translator (English-Spanish) and holds a position as secretary of a Masters course on ICTs and Language Learning and Processing.
Grammar Acquisition in L2 English: Distance vs. Face-to-Face Learning

In this paper, we want to analyze the grammar distance factor exploring the acquisition of non-native syntactic constructions in L2 English. So we are going to compare how native speakers of Spanish acquire certain core aspects of English Grammar by doing certain learning tasks in (non) distance education. The study is going to be based on how our students perform different learning tasks by using an e-book or by attending face-to-face lessons. Our hypothesis is that individual work based on distance resources saves time and produces more successful results than group work in traditional face-to-face lessons. We will show that our findings indicate that distance grammar learning has a significant impact in second language acquisition.

**Keywords:** English grammar tasks, L2 acquisition, e-textbook, Bluebottlebiz virtual library.

**References:**


**M. Ángeles Escobar** (Ph.D. University of Utrecht) is associate professor at the Universidad Nacional de Educación a Distancia in Madrid (Spain). She has written on theoretical linguistics, syntax in English and Romance languages and on L1 and L2 Acquisition. She is author and co-author of several monographs and articles in prestigious publications.

**Cayetana Pablos Llona** is the GM of the leading business digital library, bluebottlebiz. bluebottlebiz provides a new way to access the business knowledge you need, wherever and whenever you need it, so that both executives and the academic community are able to access and share this knowledge to meet their goals. Ms. Pablos graduated from the Universidad Pontificia de Comillas in Madrid with a degree in Law and Business Administration. From an early age she has been inspired by entrepreneurial endeavors, and has already launched various e-commerce businesses and won several awards including the prestigious Luis Irisarri in Spain for the best business project. Her first company was Artegory, a platform for promoting contemporary art, which led her to spend a year in China. Later she launched Groupalia in Mexico and Argentina and was later promoted to be Sales Director for...
Spain. Her main interests are focused on business development, digital marketing, and creating new and innovative business models online.
Integrating Computer-Assisted Translation Tools into Language Learning

Computer-Assisted Translation (CAT) tools play an important role in the curriculum in many universities, especially in degrees and postgraduate courses offered by Translation departments or schools, where the provision for translator training is increasingly sophisticated (cf. Hubscher-Davidson and Borodo, 2012; Kenny, 1999). However, CAT tools are seldom used in the context of learning a language, since a good command of a language is needed before starting to translate. CAT tools are designed to allow a more efficient and consistent translation process, rather than to facilitate language learning.

Since university departments often have translator-training programmes as well as language-learning programmes within one department or school, this paper explores the possibilities of expanding the usefulness of CAT tools from the Translation curriculum into the Language Learning curriculum.

In particular, this paper maps how the main components of CAT, e.g. the Translation Memory and the Terminology Database, as well as other features, can be used to support and improve a number of skills in language learning. For example, the skills needed to create terminological resources, a crucial part of the translation process, can be recycled and applied to vocabulary acquisition, a crucial part of language learning.

A wide selection of CAT tools is thus explored, ranging from SDL Trados, one of the most widely used tools for many years (cf. Bohm, 1997), to OmegaT, a freely available tool (cf. Cánovas and Sansom, 2011). Other CAT tools are also explored because they offer unique features which may also be fruitfully applied to language learning, such as Déjà Vu which has the Lexicon feature, a type of concordancing tool (cf. Brkić, 2009).

The results suggest that there is ample scope for considering CAT tools as additional language learning tools. While it is not expected that CAT tools will replace other methods of language learning, this paper hopes to show that CAT tools can nevertheless contribute to enhance the language learning experience.

References:

María Fernández-Parra studied Translation and Interpreting at the Universitat Autònoma de Barcelona and moved to the UK in 1994. She completed her PhD in Formulaic Language and Computer-Assisted Translation in March 2012 at Swansea University, where she is currently Lecturer in Translation Studies with Spanish and Catalan, and the Secretary of the Language Research Centre. She is continuing her research into several aspects of formulaic language and computer-assisted translation but her research interests also include translation and interpreting, translation technologies, the teaching of Spanish in Higher Education and the introduction of technology into teaching. She has also worked as freelance translator and conference interpreter since 1994 and in December 2009 she was the official Catalan interpreter at the FIFA Club World Cup in Abu Dhabi.
Today’s students have a world of information available to them via their mobile phones. No longer do they need to spend hours looking through the library and then have to remember the facts they discover. Why remember if you can bookmark?

There are still those who feel that this change is somehow bad; as if there were something intrinsically good in spending an evening looking for rather than thinking about information. It is certainly arguable that this change has left us free to use our brains for more important things: now that my language learners compose email, they can worry less about where to put the addresses and more about what they are actually saying. Should we not be preparing our students for the world in which they really live?

The fact is that unless we at least acknowledge the existence of technology, we run the risk of our language lessons seeming out of touch and irrelevant. In this paper we will look at the reasons why we should embrace technology and some of the tools available to us. It will also be demonstrated that at the heart of this there are also some surprisingly ‘old-fashioned’ educational values.

After an introduction to some key educational issues related to the role of technology in the English Language Teaching (ELT) classroom in the 21st century, 8 main points will be explored and covered with examples that can be applied in ELT Methodology at the Primary and Secondary levels:

1. Vision trumps all other senses
2. Students need multisensory input
3. Students want instant access to information
4. Students expect immediate feedback
5. Students want interactivity
6. Students enjoy working in groups and they are highly competitive
7. Students have short attention spans
8. Students need digital resources that support autonomous learning and self-access

References:

Originally from Ireland, Liam graduated with a BA in Social Sciences with La Trobe University, Melbourne, Australia. Based in Spain since 1994, he has also completed post-graduate studies in TESOL with Aston University in the UK and has accumulated more than 15 years experience in the field of ELT. Liam currently works both “in & out” of the classroom for Express Publishing.
ICTs, ESPs and ZPD through Microlessons in Teacher Education

Microteaching in ESP for teacher education has tended to have a strong influence by cognitivist approaches (Kilic, 2010). However, the use of technology in ESP for teacher education through microlessons also implies operations such as “revision of time, planning and facilities for the practicing of subject skills” (Pool, Reitsma, and Mentz, 2013: 455) along with the provision of opportunities for interaction between the language teacher tutor and the teacher-apprentices. This interaction should lead to adequate opportunities to practice, analyze and reflect on the specific language as well as the methods and skills to teach foreign languages. The use of technology in this approach to teacher education, however, changes the importance of traditional individual use of the specific language by the teacher-learners into a more dialogic relation in which the interaction between the language teacher-instructor and the teacher-candidates is clearly marked by the mediation of technology to facilitate a dialogic ESP discourse in the teacher-learners performance (Johnson, 2007; Johnson and Golombek, 2011) within the Zone of Proximal Development or ZPD (Vygotsky, 1978). This paper presents the initial results of the use of dialogic interaction enhanced by the use of technology in teaching English in different settings and subjects of teacher education. Technology is used in three different ways: as a support (video) for analysis through teacher-instructor interaction, as means of social interaction and use of language for education between teacher and students (use of the computer for instruction), and as the creation of own designed materials for language training (through the use of social media). Data is obtained from videorecordings related to teaching and learning English as a foreign language by three different teachers in three subjects from Primary and Infant Education at Universidad de Alcalá. Results indicate that microteaching is not only valid as a training method but also to introduce new contents and concepts that have not been previously introduced in the classes. The interaction in the ZPD between the teacher-instructor and the teacher-students also proves to have a powerful effect in motivation, teaching improvement and language for education skills development through self-reflection.

**Keywords:** Teacher Education, ESP, Zone of Proximal Development, Technology, Microteaching.

**References:**


Soraya Garcia holds a Ph.D. in Modern Languages, Literature and Translation from Universidad de Alcalá and a MA from the University of the West of England. She is a lecturer of undergraduate and postgraduate levels at Universidad de Alcalá, a Teacher Trainer at the School of Education Cardenal Cisneros and is involved in various research projects and publications in the area of lexicography, integrating technology in education and microteaching practice in Infant and Primary Education. Her main interests are ESP, CLIL and developing language skills with technology.

Manuel F. Rábano Llamas is an Assistant Professor at Universidad de Alcalá (Spain). His main interests are related to Teacher Training, Reflective Teaching, Interculturality and Telecollaboration. He is currently involved in numerous research and innovative projects at UAH and UNED, where he also works as a Tutor.

Jesús García Laborda is an associate professor at Universidad de Alcalá (Madrid, Spain). Dr García Laborda has a PhD in English Philology and an EdD in Language Education. He has lectured in the US, Spain and the Balkans. His current research covers many areas of computer implementations for language learning and testing along with ESP and teacher training. He is currently in the board of a number of journals and president of some international conferences on educational sciences.
Using tablet PC's for the Final Test of Baccalaureate

Our paper presents the design, development, and evaluation of tablet PC software application for assessing both productive and receptive skills in foreign languages for its prospective use in the Final Test of Baccalaureate. The software development has been carried out within the OPENPAU project (FFI2011-22442) funded by the Ministry of Economy and Competitiveness. This computer-based assessment program was designed by following a constructivist-cognitive approach (Weir, 2005; García Laborda et al., 2013) and shares its theoretical foundation with another mobile phone development which is briefly mentioned in the presentation (García Laborda et al., 2014). The presentation will show the application from three different roles: student, instructor and manager. The real importance of this project is that it offers reliable solutions at low costs for the needs of a nationally delivered online test that can serve to assess all for traditional language skills in an efficient and simple manner. Currently, studies of efficiency, ergonomics and applicability are currently run in schools in Valencia and the presentation will show the preliminary results of the pilot study in terms of visual clarity, system functionality, contextual validity and consistency. The presentation also includes the conceptual organization and plans of applicability in a near future. The presentation concludes that although limited at this point due to the lack of use and presence of the adequate hardware, the increasing presence and use of tablet PC in school settings can make this tool more adequate than the traditional computer based language tests and more convenient than pen-and-paper language tests.

Keywords: Computer System Design, Computer Software, Use Studies, Computer Assisted Testing, Internet, Computer Software Evaluation, Educational Technology.

References:


Jesús García Laborda, PhD and EdD is an associate professor at Universidad de Alcalá (Madrid, Spain). His current research covers many areas of computer implementations for language learning and testing along with ESP and teacher training. Dr. García Laborda is an editorial board member of a number of journals for language teachers.
Teresa Magal Royo, PhD and EdD is an associate professor at Universidad Politécnica de Valencia (Valencia, Spain). Her current research covers many areas of computer implementation design for education and testing as well as health applications such as expert systems. Dr. Magal Royo has a number of publications in world leading journals such as Computers and Education or Educational Technology & Society.
How working collaboratively with technology can foster a creative learning environment

Research has shown that collaborative learning is a very powerful methodology as it ensures interaction among students, humanizes the learning process and has positive effects on academic achievement. An activity based on this approach can also benefit from the use of technology, making this task more appealing to our students today.

The aim of this workshop is to present a project which combines both ingredients so as to develop a successful creative learning environment.

The project we are talking about is called PopuLLar, a European Union, funded, innovative, educational project designed to harness music and ICT, the primary social interests of youngsters, into their language learning.

Students participating in the project will write their own lyrics to songs of their choice; they will then translate their songs into the target language they are learning, will then record their song (audio or video) and share it with students all over Europe.

Participants will be able to combine their love of music, with creativity, literacy, digital competencies, group collaboration and use of foreign languages. PopuLLar is a project that is ‘owned’ by the students, i.e. they work autonomously and collaboratively with the web tools and material available for free on the project website, and teachers are just the guides or mere spectators.

Three are the main aims of this workshop: (i) to discuss with the audience the key ideas of the project: participants, benefits, steps, methodology, necessary material to implement it, (ii) show real examples from participants around Europe, (iii) support the success of the project in the light of the results obtained from a research study carried out with a group of students participating in the project, and the big dissemination achieved all around Europe.

References:


Dissemination proofs. Link to all the news about the PopuLLar Project (TV, Radio, Printed and Online Press):
https://docs.google.com/document/d/1U8fH1OJ3y3AiGDGiqnbwzy3HH_Pxp63DkoYtbmwWHwE/edit?usp=drive_web

Susana Gómez (MA, PhD) is a lecturer of undergraduate and postgraduate courses at the University of Valladolid (Spain). As a member of the Innovation Committee at the University of Valladolid, she has always been involved in teaching innovation, and has coordinated and participated in several national and EU research and teaching innovation projects. She is also a regular speaker at ESL conferences and is a frequent contributor to newsletters, books and specialised journals on SLA and EFL methodology. She has also broad experience in publications, thus, she is a member of Serial Publications Standing Committee at TESOL International, Guest and Production Editor of The Asian EFL Journal, a reviewer for TESOL Journal, The Asian EFL Journal, The International Journal of Innovation in English Language Teaching and Research, English Australia Journal, MEXTESOL Journal and has been the Editor of TESOL-SPAIN Newsletter for the last three years.
To have another language is to possess a second soul. Multilingual families: going beyond language competence

The goal of this poster is to present a very interesting and innovative European project, its goals, methodology, rationale, materials, etc. and to invite language teachers and multilingual speakers from all around the world to become more involved in it.

“Multilingual Families” is a European Union funded education project targeted at preserving the languages and culture of the 47.3 million immigrants living in the European Union and the many families with parents speaking more than one language, since they represent a linguistic treasure for Europe which must be preserved to enhance the linguistic and cultural diversity.

No doubt multilingual children are a beacon for their monolingual peers and are essential in order to preserve this linguistic and cultural treasure. That is why “Multilingual Families” aims to support and inform immigrant or multilingual parents as to how and why they should raise their children multilingually in an informal setting. The project will answer the following questions: why should we support children’s learning and continuing use of the family language?, what can we do to support them?, how can we implement real language support so that they learn the family language and retain it?

The project has created several resources in 17 different languages for parents, teachers, children and stakeholders which can be used autonomously and are available for free on the project website http://www.multilingual-families.eu.

References:


**Susana Gómez** (MA, PhD) is a lecturer of undergraduate and postgraduate courses at the University of Valladolid (Spain). As a member of the Innovation Committee at the University of Valladolid, she has always been involved in teaching innovation, and has coordinated and participated in several national and EU research and teaching innovation projects. She is also a regular speaker at ESL conferences and is a frequent contributor to newsletters, books and specialised journals on SLA and EFL methodology. She has also broad experience in publications, thus, she is a member of Serial Publications Standing Committee at TESOL International, Guest and Production Editor of The Asian EFL Journal, a reviewer for TESOL Journal, The Asian EFL Journal, The International Journal of Innovation in English Language Teaching and Research, English Australia Journal, MEXTESOL Journal and has been the Editor of TESOL-SPAIN Newsletter for the last three years.
Innovative resources based on ICTs and authentic materials to improve EFL students’ communicative needs

We live in a global world where communication demands have dramatically changed in the past decades and where EFL has acquired a central position. The Spanish educational system has tried to adapt to this new reality but the effort seems inadequate as it can be inferred from our results, less satisfying than those of other neighboring countries. Having analyzed the situation, we can easily remark that the approach and the materials which are being used have not evolved at the same pace as the reality of our students: textbooks and some other ready-made materials have been proved insufficient to cope with the diversity of contexts that is present in the EFL classroom and teachers, absorbed by the influence of textbooks, do not usually dare to innovate or to introduce an alternative method in which the students’ real communicative needs are truly addressed.

Our study is based on a preliminary research study where we were able to observe the current EFL teaching practices, where we were able to identify the students’ communicative needs – focusing on the development of their oral skills –, and where we finally implemented an innovative set of activities based on ICTs and authentic materials that was supposed to match the students’ profile more than other ready-made recipes. Drawing from those prior findings, our current research intends to be more comprehensive and accomplish the following goals: 1) Test the effect of a set of resources designed through ICTs and authentic materials in the development of the students’ oral skills. This development will be measured in terms of their oral production, their pronunciation and fluency and their listening comprehension; 2) Decide whether those innovative resources are also able to promote the students’ motivation and whether this motivation can influence their L2 proficiency and lead them towards an autonomous learning; 3) Select those resources that prove to be more productive in order to share them with the EFL teaching community.

This paper, which is part of a larger action research project, has been conceived as an attempt to prove the validity of our previous optimistic results. As we see it, a more personalized and updated approach in ELT based on meaningful, motivating and effective materials could boost L2 success among our students, something which could ultimately be the key to stand in a powerful position in our globalized society.

References:


**Rebeca González Otero** is a research assistant and a PhD student at Universidad Autónoma de Madrid. Her main area of interest is education & innovation, especially through the use of ICTs and authentic materials. She is also very interested in the development of EFL students' oral skills, a topic that was addressed in her previous work. Her MA thesis was awarded with a especial distinction and it was later published in a volume containing the best papers of that promotion by Universidad Autónoma de Madrid.
The implications of business English mock exams on language progress at higher education

Language learning has been increasingly influenced by technology over the last decades thanks to its positive effects on language acquisition. It is thanks to the technology’s supportive role towards language learning that an increasing number of online foreign language courses have appeared. Besides, foreign language courses are more and more specialized covering a wide range of topics, from nursing to agricultural studies. However, this study is exclusively concerned with a well-known language for specific purposes subject: Business English.

The objective of this research is twofold: on the one hand, to describe the implications of mock exams on foreign language learning; on the other hand, it aims at contributing to the field of computerised language testing by properly analyzing the effects of this kind of exams on learners’ foreign language progress. Previous studies have focused on the development of specific language skills (Dunkel, 1991; Larson, 2000), or have reported the improvement of computer adaptive testing on official language exams (Alderson, 2000), or have simply described the advantages and disadvantages of computer-based tests (Alderson, 2000; Brown, 1997; Dunkel, 1999). However, few studies have considered the role of mock exams as scaffolding activities for language learning.

The present study involves adult participants at the higher education context undertaking online Business English as a compulsory subject of their degree on Economics. The paper discuss the importance of scaffolding activities such as mock exams and self-assessment activities in order to ensure learners’ language progress and makes reference to supporting articles in the field at the same time that it presents some materials illustrating these developments.

Rocío is an online language instructor at Universidad Católica Santa Teresa de Jesús de Ávila, Spain. She belongs to the research group: Pedagogical Innovations in the European Framework at the same university. She has published leading contributions in the field of English as a foreign language, multimodality and assessment. She has worked in an international environment for the US Embassy and has relevant teaching experience both face-to-face and online. She has a BA in English Philology, a MA in English Linguistics, a MA in Language Teacher Training, and she is currently studying her PhD.
The *E*-generation. The use of technology for Foreign Language Learning

After the Bologna Process, the European Higher Education was reformulated as a response to a change of roles in higher education in a globalised society. The implementation of a new system of credits, ECTS (European Credit Transfer System), conveyed an enormous increase of autonomous learning hours. The high percentage of student workload reflected the new active role of students in the learning process and it was bound on the philosophy of learner-centeredness.

In addition, the rise of autonomous hours led teachers to look for new media that fulfill the requirements of non-presential hours of education and that allow teachers to monitor the students’ learning. One of the most useful tools has been e-learning platforms like Moodle or Blackboard. This paper aims to explore how e-learning platforms and new technologies, in general, have contributed to the process of learning foreign languages. In order to do it, the paper analyses the ways in which different skills and competencies such as functional competence, interpersonal competence, inercultural competence, etc. are transferred by means of the use of new technologies.

The point of departure of this research is a questionnaire designed for first-year students in the grade of primary education about the use of new technologies in the English class and about their weaknesses when learning English language. After the analysis of the results of the questionnaires, the study presents a sample of activities that are proposed to our students in an attempt to improve their skills and to promote a creative learning through the use of ICTs (information and communications technology). These activities that enhance the active role of the student within an autonomous learning framework are also analysed taking into consideration the skills and competencies worked out in them.

**Keywords:** Autonomous learning, ICTs (information and communications technology), e-learning platforms, skills and competencies.

**Pilar Gonzalez-Vera** graduated from the University of Central Lancashire and from the University of Zaragoza with a degree in English Philology followed by a doctorate. She is currently teaching in the Master of Translation of the University of Zaragoza and in the Faculty of Education.

Her thesis dealt with the translation for dubbing in DreamWork’s animated films where she focused on humour and cultural aspects. Her research interests include AVT and translation in children’s literature. She is particularly interested in the translation of cultural references, humour and in the role of translation in the transmission of stereotypes.

She has made research stays at Imperial College London and presented papers in several conferences such as Languages and the Media (Berlin), Points of View (Krakow), Multilingualism and Applied Comparative Linguistics (Brussels), Updating Research in Screen Translation (University of Forli). She has also published in journals like ANILIJ, IKALA, JoStrans or SENDEBAR.
Mobile Learning: practical experiences in the language classroom

With the need to succeed in a rapidly changing world, new methodologies related to new technologies are appearing in our educational settings. In the case of mLearning or MALL, a new methodological space is opening, since learning can take place on the move and the way in which people learn acquires a special dimension, since it becomes more personal and also more informal and thus the “learning moments” become part of our daily lives. The use of mobile phones has become part of our everyday activities, and these devices have also started to change the way in which we learn and process new information.

The presentation will focus on the findings resulting from three mLearning projects (coordinated by the speaker) conducted with university students at the XX University. The first one was entitled: “SMS as a learning tool. An experimental study” (2009-2011) and the main objective was to explore the benefits and drawbacks of using instant short messaging system, sms, as a support tool in the language classroom. The main results obtained show that the students found this experience extremely engaging, they felt comfortable working with mobile phones, and it didn’t mean any real change in their daily lives except for the fact that they received some more messages per week on their phones. According to the data obtained, the subjects preferred receiving small bits of information (contained in one SMS) which could be answered immediately. We also found that subjects preferred answering the exercises that did not need any support material. The possibility of answering at any time and in any place was regarded as a positive feature. The main objective of the second project “Improving learners’ reading skills through instant short messages: a sample study using WhastApp” (2011-2012) was to study the students’ motivation when using the mobile phone as a support tool to help students improve their reading comprehension skills in technical English. What prominently stood out as a conclusion of this study was the need to create a teacher-independent application to automatically send all the text messages and exercises to avoid relying on a teacher’s constant availability to send the messages, according to a set schedule, via a handheld mobile device. Also, the main conclusions were the following: the vast majority of the students reported a high level of satisfaction and agreed that not only had their willingness to read in English increased, but the experience had also had a positive impact on their reading habits, and had resulted in more regularity and confidence.

The objective of the third one: “WhatsApp as a tool for the enhancement of spoken fluency at university level” (started in 2012 and still in progress) is to study the possible improvement of the students’ listening and oral skills.

The presentation will report on the rationale underlying the projects, the pedagogical criteria applied, the methodology used as well as the results obtained.

References:


Dr. *María del Mar Gutiérrez Colón* at the Rovira i Virgili University (URV) in Tarragona, Spain, holds a PhD in Second Language Acquisition and is Director of the URV Masters programme in Foreign Language Teaching. She has led research projects on the use of new technologies in language acquisition and distance learning, and has published key articles in these fields. She has given invited lectures in Japan, Portugal, Sweden and the United Kingdom, as well as numerous papers delivered in Spain. Since 2004 she has been involved in language-learning policy, most directly as a co-author of textbooks for English at secondary level in Catalonia and also in the teaching of courses on language acquisition.
Teaching the use of webquests to master students in Pablo de Olavide University

This paper deals with the new pedagogical approaches that the European Space of Higher Education (ESHE) demands in the university system. More specifically, it describes the experience of teaching the use of webquests to future educators in the module of foreign languages belonging to the “Máster de enseñanza de profesorado de educación secundaria obligatoria y bachillerato, formación profesional y enseñanza de idiomas”. In the module of English, a unit is dedicated to new ways of learning. Blended learning, e-learning, tandem learning and cooperative learning are dealt with in detail. The use of webquest is provided as an example of blended learning and cooperative learning. This paper shows the objectives, methodology and outcomes of this experience.

Keywords: Webquest, European Space of Higher Education (ESHE), Blended Learning, Cooperative Learning.

Regina Gutiérrez Pérez is a lecturer in the Philology and Translation Department at Pablo de Olavide University, Seville. Her main research areas are the Cognitive Metaphor Theory from a crosslinguistic point of view, and the growing area of Cognitive Linguistics related to Language Teaching and Learning. She was granted the Young Researcher Award by the Societas Linguistica Europaea in 2008.
Using audio description techniques to improve the oral competence of B1 EFL students by means of smart phones (Mobile Assisted Language Learning)

The different modes of audiovisual translation (AVT) have raised renovated interest in recent years as regards their didactic application (Díaz Cintas, 2008; Talaván Zanón, 2013). From the 70’s of the 20th century, and keeping in mind the idea of making audiovisual products accessible to visually impaired people, some films began to be audio described. This means that, taking the gaps between dialogues, visual information is orally described. Recently, interesting studies such as Whitehead (2005), Bourne and Jiménez Hurtado (2007), Snyder (2008), etc. have shown the benefits of this new mode of AVT. Additionally, in the last years it has been applied in the Foreign Language classroom (Clouet 2005; Ibáñez Moreno and Vermeulen, 2013, 2014) to improve the written, intercultural and lexical competence of language students, with positive results. The aim of our project is contribute to this new line of research by adding new areas of language instruction: to implement AD as a tool to promote oral production skills by means of mobile devices (android smart phones).

In order to adapt AD to a mobile application, we have designed a mobile application an application named VISP (VIdeoS for SPeaking), which will be available in android operating systems soon. In order to develop it, we selected short clips (30 seconds) of the film Moulin Rouge. These clips are to be audio-described by the students. The expected level of users is a B1. VISP is meant to take into account the limitations in time of most of mobile users, and has the purpose of extending language learning far away from the traditional classroom.

The process of audio-describing a video using this app comprises several steps: 1) filling a pre-test questionnaire, 2) viewing the same video several times, 3) drafting a small AD script (if necessary), 4) recording the AD script, and 5) filling up a final questionnaire containing formal and functional questions related to the exercise just accomplished. Additionally a comprised audio file is automatically submitted for revision to the teaching team / researchers, who also have direct access to the results of the questionnaire.

In this presentation we described the first prototype, which will be applied to distance education students and in other ubiquitous learning environments. We present the methodological steps followed until the achievement of this first version of VISP. In the future we will be able to show data derived from the pre and post-questionnaires and the first recordings received, which will be analysed following mainly qualitative methods. The results of the analysis should show the (lack of) benefits of this application at different levels: linguistic, lexical, oral, and attitudinal.

References:


Ana Ibáñez is a Professor at the Faculty of Philology of the Spanish National University of Distance Education, UNED (Spain). She holds a PhD in English Linguistics. Her current main area of research focuses on the teaching and learning of foreign languages. She has long experience as emeritus researcher in the Department of Spanish of the Faculty of Applied Linguistics of the University College at Ghent (Belgium), where her main topics are error analysis, the development of communicative strategies when learning Spanish and the use of audio description as a didactic tool in the classroom of Spanish as a foreign language. She is active member of the UNED-based research group ATLAS, where she currently works with her colleagues in the development of MALL applications based on audio description exercises.

María Jordano holds a PhD in English Philology (dealing with the acquisition of oral Competence in English for Tourism Studies) and works as a PhD for the English Studies Department at UNED. She has been working as in other universities such as Universidad de Córdoba (Ucoidiomas) or /Universidad de Castilla la Mancha/ delivering different subjects dealing with ELT, ESP and ICT. She has been collaborating with other Universities Postgraduate course in the area of e-learning and elaboration of multimedia material (Universidad de Alicante & Universidad de Sevilla). She showed a special interest for the first time on MALL in 2009 when she delivered a communication dealing with the application of mobile learning to English for tourism distance courses in a specialized conference.

Anna Vermeulen is associate professor at the Department of Translation, Interpretation and Communication of the Faculty of Arts and Humanities of the
Ghent University (Belgium). She is Head of the Spanish department. She teaches Spanish Structures, Translation Spanish-Dutch and Audiovisual Translation. Her research and publications focus on translation strategies and techniques, pragmatic aspects and linguistic variation in AVT as well as AVT as a didactic tool in foreign language teaching and learning. As a visiting professor she held conferences and workshops at the Universities of Aranjuez, Buenos Aires, Castellón, Las Palmas de Gran Canaria, Maastricht, Madrid, México DF, Salamanca, Santander and Valencia.
Corpus linguistics, ESP contexts and beyond: ACTRES C-AURs and GInA

This paper reports on part of a project carried out by the ACTRES research group in the field of English for Specific Purposes (ESP) and beyond, which refers to the actual application of results in the classroom of ESP, as well as in real professional contexts. Overall, this research endeavour arises out of the need for communicating in English in a growing number of occupations, which has enhanced the development of ESP teaching materials and the creation of software to help professionals in their communicative tasks. The aim of this paper is to show how corpus-based research might be carried out to satisfy both needs, as observed in the business context, focusing on the audit reports (AuRs) genre.

On the assumption that information is conveyed differently in English and Spanish, and that Spanish professionals need to communicate in English, the aim of this piece of research is twofold: first, to help professionals fulfill their career communicative requirements, such as writing AuRs in English, and second, to design teaching materials that cater for such a need in the university degree. In order to do this, a corpus-based, contrastive-rhetoric study following a top-down approach has been conducted on an ad-hoc comparable corpus of AuRs in English and Spanish. The corpus has been tagged at the rhetorical level for ‘moves’, ‘steps’ and ‘sub-steps’ (Bhatia 1993, 2004; Biber et al. 2007), using a set of labels which sheds light on a common macrostructure to both languages.

Two main contexts of application are considered; first, the results obtained will be implemented in a writing computer tool for professionals, whose level of English is B1 and above, to produce acceptable AuRs in English. As such, a generator of Audit Reports (so-called GInA) has been developed. A second context of application of findings would be ESP courses where would-be professionals become aware of textual conventions, phraseology and terminology characteristic of their field.

The applications account for the usefulness and usability of the contrastive procedure described, as a prior stage to developing linguistic applications.

**Keywords:** ESP, comparable corpus, Audit Reports, GInA.

**References:**


**Marlén Izquierdo** is an Assistant Professor at the Department of English and German Studies, Translation and Interpreting at the University of the Basque Country, located in Vitoria. She teaches English for Academic Purposes (EAP) and has taught English for Specific Purposes (ESP) in the fields of business and
Marlén Izquierdo is a member of the ACTRES Research Group (http://actres.unileon.es), which is currently working on the creation of writing tools for professionals - in several fields -. Such tools are developed on the basis of the results obtained from corpus-based research in ESP. Her research interests are English-Spanish contrastive linguistics (at both the lexico-grammatical and discourse levels), corpus linguistics and EAP/ESP. She also does research on English-Spanish translation, being the main compiler of P-ACTRES, a bidirectional, English-Spanish parallel corpus. She is the author of several articles published in books and journals specialized in her fields of research.
The role of ICT in EMI programmes at tertiary level in Spain: a holistic model for educational interventions

The adaptation to EHEA programmes in Spanish universities increased the number of degrees taught through English as the Medium of Instruction. Despite the proliferation of their own bilingual programmes, secondary education has failed to guarantee an appropriate set of linguistic skills to face the challenges of the tertiary-level EMI lesson. Through a research conducted in two first-year cohorts at the Faculty of Economics at the University of Oviedo these shortcomings are exposed against actual student performance. On the face of it, it would support received wisdom about the “limiting effect” of language on students’ final performance (Clegg 2001:210). However, attention must be drawn to the mismatch between post-secondary level skills (CEFR A2/B1.1) with those implied in first-year lessons within the compulsory modules World Economic History and World Economy (B2/C1), which also feature a 60:1 student-teacher ratio and a reduced contact hours.

Under these conditions, achievement is doomed. In collaboration with lecturers, a model for ICT-supported learning was designed to give the adequate scaffolding for students to perform better in their module-related tasks. It responds to recent calls to integrate ICT and project-based learning in business tertiary education (Rienties and Townsend, 2012; Rienties et al., 2013). This paper outlines in detail these ICT-related interventions designed to bridge the gap between actual and desired student performance. Using CLIL b-learning via Moodle with pre- and post-lecture online tasks, taking advantage of social networks and micro-blogging as tools for further practice, as well as integrating these into in-class participatory practices, student contribution increased dramatically and mean module marks largely improved. Language-wise, students showed strong progression towards B2 in all skills in a fourth-month period. It shows promising evidence towards nullifying that linguistic limiting effect within two academic years, being congruent with recent findings (Lindholm-Leary, 2011; Aguilar and Muñoz, 2013).

We believe this cost-effective model of ICT-supported learning is compatible and applicable with many tertiary EMI or immersion programmes globally, particularly for ESP modules in those countries where secondary curricular design, budget or student-teacher ratios may severely compromise the quality of teaching and learning, and thus hinder overall student performance as a consequence.

References:


**Antonio J. Jimenez-Munoz** is an Associate Lecturer with the Anglo-German and French Philology department at the University of Oviedo, where he obtained his Ph.D. in English Studies. He has taught languages at the Universities of Kent and Hull, and has done extensive field research on the impact of theoretical approaches upon learners’ actual performance. He aims at abridging the gap between theory and its implementation in teaching, testing the quantifiable validity of L2 acquisition theories.
How to write a computerized tool for a user-friendly writing generator

The alliance between Contrastive Functional Analysis and Corpus-based Studies has provided an appropriate and accurate methodological approach for the description of differences and similarities between languages at different levels. Yet, such description has not led to the creation of applied tools for professionals. The present study aims at bridging the gap between theory and practice, starting from a thorough contrastive analysis of corpus-based linguistic data in the field of wine tasting and moving towards one application of this theoretical study: the development of a writing generator. The corpus we used was semi-automatically tagged and labelled using computerized tools designed for the present study: a tagger and a browser for corpora construction and analysis, and a file manager for corpus management and quality assurance. The development of these tools is as important as the generator in order to obtain information in the most objective and quickest way possible. The result of the study is the development of a ready to use writing aid, the generator, which allows non-native professionals to write acceptable wine tasting notes in English.

Keywords: Corpus-based studies, semi-automatic tagging and labelling tools, writing generator.

References:


**Belén López Arroyo** is an Associate Professor in ESP at the University of Valladolid (Spain). She taught legal and business translation in the School of Translation and Interpreting from 1997 to June 2013 and she currently teaches ESP and translation in the English Studies Degree. Her research interests include Discourse Analysis, Genre Analysis, Lexicography and Terminology Contrastive analysis and Translation. She is the author of several articles and books related to contrastive analysis of scientific and professional genres and their implications for translation. In the ACTRES team she is in charge of the Rhetoric of Expert-to-Expert Discourse (in different areas) and its applications for developing writing aids in English for Spaniards.

**Francisco Palacios Burgos** is a Professor at the Universidad Europea Miguel de Cervantes in Valladolid (Spain). He has been teaching software development and system architecture design since 2003, within Computer Science studies. His research interests cover topics on model and computer simulations of real systems, b-learning improvement and design of computer tools for linguistics. He belongs to ACTRES team where he has been responsible for the developing of some computers tools focusing on corpus labeling and searching.
Teaching idioms through movies

One of the main problems which seem to bedevil EFL learners has to do with the acquisition of idioms and figures of speech. Students often complain about the difficulties involved in understanding idiomatic expressions such as “to fall in love”, “to be over the moon” or “to be under the weather,” when the image of a person falling, standing over the moon or being placed under meteorological conditions apparently holds no relation whatsoever with the states of love, happiness and sadness conveyed by these expressions respectively.

Idioms, indeed, constitute a notoriously difficult area of foreign language learning and teaching because, by definition, idioms are conventionalized expressions whose overall meaning cannot be determined from the meaning of their constituent parts. Hence, an idiomatic expression like “to be over the moon” is composed of several words whose individual meanings do not seem to contribute to the meaning of the idiom as a whole (i.e. to feel happy). In addition to this apparent incongruity between form and meaning, the scarcity of teaching materials and the lack of a clear methodology make idioms a stumbling block for EFL students.

This paper attempts to provide a strategy for the teaching of idioms to young learners of EFL through Disney movies. Adopting a cognitive approach, idioms are seen as being motivated by conceptual metaphors which tend to be grounded in our embodied experiences and which very often involve mental imagery. This imagistic component, in turn, is brought to the fore by means of Disney movies which very often commingle the pictorial, linguistic and embodied elements associated with an idiom.

Hence, idiomatic expressions such as “to feel up,” “to be over the moon,” “to be in high spirits,” “to feel down,” or “to be under the weather” can be explained not as isolated discourse units which students are left to memorize, but rather as a reflection of two broad conceptual metaphors HAPPINESS IS UP and SADNESS IS DOWN which connect with our biological experiences that tend to associate positive and negative emotional states with upward and downward orientation, respectively, almost since birth (e.g. when babies cry they tend to be lifted up, children experience success when standing upright and failure and even pain when falling, sickness may involve staying in bed).

Movies can be of great help given that they represent graphically these embodied experiences. There are scenes galore in which characters are seen in upward or downward positions depending on their mood. By way of illustration, consider the tea scene in Mary Poppins, in which the nanny takes the kids for tea to Uncle Albert’s house, who is having an attack of mirth and is floating in the air. So contagious is his laughter that eventually all the characters end up laughing and having tea in the air. Yet, it is only when recalling a sad event that they are brought down to the floor so they can leave. Needless to say, the scene visually represents the physical link between spatial orientation with feelings, providing, therefore, the necessary visual input for students, even if their understanding of the language is limited. At the same time, because the dialogues make use of idiomatic expressions that reflect those conceptual metaphors, the connection between the image, the body and the expression can be forged.
References:


Language learning through podcasting projects with young students

Notwithstanding recent developments, research on podcasting experiences has traditionally focused on three main areas related to higher education which not necessarily target language teaching problems: users and contexts, results (both cognitive and affective) and institutional aspects (Hew, 2009). However, insofar as more and more secondary-education syllabuses require the acquisition of the digital competence as students become fluent in a foreign language, especially in schools where they offer a wide range of bilingual subjects (ICT contents), the implementation of podcasting projects in these contexts becomes more attractive, and research on those three areas should be done, but this time restricting it to secondary education.

Almost all lessons learned from previous research, the prospective use of podcasting with young learners through web 2.0 tools and mobile phones seems to be a source of inspiration for these students, who find in English a subject of permanent frustration, since they cannot participate in real communicative situations after studying for at least four years and they are looking forward to conveying more than words and taking an active role on the Internet. Apart from that, the urgent need to obtain a Level B1 Certificate (CEFR, 2001) to graduate from university and join the labor market makes students eager to learn in an efficient and fast way. Thus, this research is not based on how students can use already existing files (passive podcasting), but on how they can create their materials (active podcasting) within a group and later use them for their own learning, even for informal learning through mobile applications.

Podcasting projects try to fit a variety of learning styles and learning strategies in different sceneries and, therefore, new questions arise: How can podcasting influence young students’ performance in the oral assessment? If so, what language features are improved? Do they feel motivated during and after the project? Are there new contexts where to learn a language? What other language tasks can be developed in accordance with the answers to these questions?

References:


Javier Martín graduated in Translation and Interpreting at the University of Granada (2004), where he specialized in audiovisual and software translation and became a sworn translator for the English language (Minister of Foreign Affairs). In 2006, he got his post as a secondary-education teacher of English and by 2008 he finishes his Masters degree in Education and Knowledge Management Technologies (UNED) and started his doctoral studies in English linguistics (UNED), where he
earned the research sufficiency diploma in the area of language learning and multimedia resources. He is now writing his thesis on podcasting and language learning. As a teacher, he has been ICT coordinator for more than 5 years and has received the national prize for the best school magazine (and digital materials). He has been a tutor of several courses about educational innovation and new technologies.
La traducción audiovisual como herramienta para la enseñanza y normalización de las lenguas propias

Dentro de las modalidades de traducción audiovisual podemos encontrar tipos tan diversos como el doblaje, el subtitulado, las voces superpuestas, la interpretación simultánea, la narración, el doblaje parcial, el comentario libre, la traducción a vista, etc. De cualquier forma, nosotros, en nuestra comunicación, nos vamos a centrar en las dos modalidades más frecuentes en nuestra cultura y que son, por una parte, la traducción para el doblaje y, por la otra, la traducción para la subtitulación.

El texto audiovisual debe considerarse desde un punto de vista semiótico (la suma de dos códigos que intervienen en el texto), narrativo (relato) y comunicativo (a partir de los rasgos situacionales presentes). En este sentido, destaca el papel de la coherencia y la cohesión en la narración verbal, en la narración visual y, especialmente, entre las dos narraciones, como apunta Agost (1999). Comprobamos pues que la traducción audiovisual combina el código verbal (oral y escrito) con el código visual (ícono y verbal).

La característica fundamental de cualquier modalidad de traducción audiovisual es la naturalidad y, para conseguirla, la única manera posible es conocer a la perfección los registros de oralidad de la lengua meta, eso que tanta dificultad acarrea al alumnado que se inicia en el aprendizaje de idiomas.

Con esta ponencia, pretendemos demostrar que la traducción audiovisual es un método efectivo en la enseñanza y normalización de las lenguas propias: gallego, euskera y catalán.

La metodología que aplicaremos para la consecución de los resultados partirá de un análisis de las diversas leyes que impulsaron la creación de los canales públicos de televisión en Galicia (TVG), País Vasco (ETB) y Cataluña (TVC). A partir de este análisis, y siempre desde el punto de vista de la normalización de las lenguas propias, analizaremos la literatura científica realizada por las y los investigadores del ámbito de la traducción audiovisual en estas comunidades.

Keywords: Traducción audiovisual, enseñanza de lenguas, doblaje, subtitulación.

References:

Blended learning in tertiary education: implementing Cambridge touchstone LMS at Universidad Europea de Madrid

This talk describes the implementation of an action-blended project, Cambridge Touchstone LMS, at UEM (Universidad Europea de Madrid), a private university in Spain. The method was designed for adult and young adult learners of English and tries to balance both print and digital course components so as to make the most of students’ autonomy as lifelong learners. Throughout this study, Computer-Assisted Language Learning is considered as a means of:
- promoting and facilitating motivation among learners;
- allowing open access to teaching/learning materials that would be inaccessible otherwise either on a physical format or on a temporal basis;
- allowing access to a range of materials organized around a method and a program;
- assisting and enhancing cognitive diversity so as to meet different learning styles;

For that purpose, and with the main aim of evaluating the Pilot Program conducted with A2 students, Touchstone LMS materials will be assessed along with the teaching practices that the teachers conducting the research were using during the process of implementation.

Consequently, the aims of this research are:
- to evaluate the fundamental role of Web 2.0 social software in the Touchstone Pilot Program;
- to emphasize the importance of community formation when involved in online learning;
- to state that the constructivist principle of collaboration is at the basis of all learning processes;
- to demonstrate that community building is recognizable and visible through participants’ discourse behaviors;
- to highlight the role of the teacher as an e-educator or e-facilitator.

The talk is divided into different parts covering blended learning in tertiary education, social constructivism and its role in blended learning, the implementation of Cambridge Touchstone LMS and a description of the system, outcomes of the Pilot program, its possible limitations and some conclusions. Annexes have also been included showing the students’ guide to LMS, a teacher's journal and students’ opinions on the Pilot.

References:


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An updated account of the WISELAV Project: a visual construction of the English verb system

This article presents the state of the art in WISELAV, an ongoing research project based on the metaphor LANGUAGES ARE (LIKE) VISUALS (LAV) and its mapping WORDS-IN-SHAPES EXCHANGE (WISE). First the cognitive premises that motivate the proposal are recalled: the power of images, students’ increasingly visual cognitive learning style and importance of grammar in L2 learning. Then an updated report follows of WISE’s analysis of the English verb system, an interpretation in terms of a transfer of morphological-functional information, represented through a series of fitting shapes. These are purposely assigned, as certain basic iconicity principles are applied to associate verb grammar meanings and graphic forms. The shapes so described appear with the steps taken to develop a pilot computer program meant to both highlight the visual aspects of the system and eventually enable its use online.

Keywords: English verb, applied linguistics, construction grammar, cognitive learning, verbo- graphic metaphor.

Dr. Andrés Palacios Pablos is a lecturer in English language and English for Specific Purposes at the University of Burgos (Faculty of Humanities and Education and the Polytechnic School). Within the scope of LSP, his main research interests focus on Functional Grammar, Cognitive Linguistics and Construction Grammar and Metaphor Studies.
Using ontologies to interlink linguistic annotations and improve their accuracy

Some of the most recent and interesting approaches to language eLearning incorporate an NLP module to provide the learner with, for example, “exercises, self-assessment tools and an interactive dictionary of key vocabulary and concepts” (Urbano-Mendaña et al., 2013). For these approaches to succeed, the corresponding NLP module must be based on some truly reliable and wide-coverage linguistic annotation tools (e.g. a POS tagger, a syntactic parser and/or a semantic tagger). However, linguistic annotation tools have still some limitations, which can be summarised as follows (Pareja-Lora, 2012):

1. Normally, they perform annotations only at a certain linguistic level (that is, Morphology, Syntax, Semantics, etc.).
2. They usually introduce a certain rate of errors and ambiguities when tagging. This error rate ranges from 10 percent up to 50 percent of the units annotated for unrestricted, general texts.

A priori, it seems that the interoperability and the integration of several linguistic tools into an appropriate software architecture that provided a multilevel but integrated annotation could most likely solve the limitations stated in (1). Besides, integrating several linguistic annotation tools and making them interoperable can also minimise the limitation stated in (2), as shown in Pareja-Lora and Aguado-de Cea (2010).

In this paper, we present a software architecture (a) that unifies the annotation schemas of different linguistic annotation tools or, more generally speaking, that makes a set of linguistic tools (as well as their annotations) interoperate; and (b) that corrects or, at least, reduces the errors and the inaccuracies of these tools. We present also the ontologies (Gruber, 1993; Borst, 1997) developed to solve this interoperability problem. As with many other interoperability problems1, they have really helped integrate the different tools and improve the overall performance of the resulting NLP module. In particular, we will show how we used these ontologies to interlink several POS taggers together, in order to produce a combined POS tagging that outperformed all the tools interlinked. The error rate of the combined POS tagging was about around 6%, whereas the error rate of the tools interlinked was around 10%-15%.

References:


**Antonio Pareja-Lora** got a PhD in Computer Science and Artificial Intelligence from the Universidad Politécnica de Madrid (UPM) in 2012. He is a Lecturer at DSIC (Departamento de Sistemas Informáticos y Computación) of the Universidad Complutense de Madrid (UCM). He has carried out research works for more than a decade on natural language processing, linguistic and/or ontological annotation and the ontological representation of linguistic phenomena, data categories and relations. Dr. Pareja-Lora is also an expert of the ISO/TC 37 Committee (standardisation of terminology, language resources and linguistic annotations), being also the Secretary of AENOR’s CTN 191 (the national body committee corresponding to ISO/TC 37). He is also one of the officers of ACL SIGANN (Special Interest Group for Annotation of the Association for Computational Linguistics). He has published extensively in international conferences and journals, as well as in several collected works. He has also been reviewer for several international reputed conferences, such as ACL, Coling, IJCNLP, TKE or LREC. His most recent research is summarised in the book “Providing Linked Linguistic and Semantic Web Annotations - The OntoTag Hybrid Annotation Model”, which he has authored.
Audiovisual Translation & Assistive Technology in Accessible Online Education

Among various definitions used in different contexts for accessibility is ‘the availability of content to people with sensory impairments, which they would otherwise not be able to access’ (Patiniotaki, 2013). In an attempt to cater for the needs of people with sensory impairments, researchers, companies and organisations have been visualising, designing and explaining the tools used to that end, i.e. access services or products (tools) through which content can be accessed, as well as developing, testing and revising products and techniques with the aim to provide what is now called information, entertainment and education ‘for all’. The purpose of this paper is to give prominence to the potential of the combination of access services which emerged within Translation, and more specifically Audiovisual Translation (AVT) and what is lately becoming known as Accessible Media or Media Accessibility, with Assistive Technology (AST) tools, which have been more widely realised as the media for accessibility, especially with regard to hardware in the past.

The two fields might seemingly have little in common; still under the scope of Accessibility they could join forces to provide more holistic solutions. A number of attempts for the provision of accessible content in the field of Online Education include research and commercial products. However, making use of AST and AVT, they manage to cater for particular needs rather than offer a common ground for a single universal accessible environment. Encompassing the idea of Universal Design for Learning in terms of variety in representation of information and knowledge on the basis of accessibility, the Accessible Online Education and its intended developments aim to form that common ground. In the age of e-Inclusion (European Commission, 2010) and equality in opportunities, it is crucial to define research by the skopos it serves and combine knowledge in order to make it more effective and useful to society; and AST and AVT have the means to facilitate each other especially with the aim of accessible educational material. However, the choice of means and processes for a possible combination of this type should be based on the nature of content (i.e. educational) and the medium for its provision (i.e. the Web), which will set the standards for quality of content and form of provision accordingly.

References:


**Emmanouela Patiniotaki** is a graduate of the Department of English and Greek Language and Literature of the Kapodistrian University and holds an MSc in Translation from Imperial College. She is currently conducting her PhD research on Access to the Media with special focus on the satisfaction of educational needs through online environments with the provision of accessible material using various technological means, focusing on Audiovisual Translation and Assistive Technology. She has been working as a teacher and language specialist since 2004 and as a translator, localizer and AV provider since 2006. In 2011 she was awarded with the Onassis Foundation Research Scholarship. She is now a member of several associations and access services volunteer and a researcher at Imperial College. At the moment she holds a position as Teaching Fellow at UCL, teaching Translation, Translation Technologies and Language Automation.
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Bilingual education and e-learning resources: a digital narrative and game-based approach from learners’ experience and perception

Promoting linguistic and cultural diversity is one of the top priorities addressed by the European Educational and Cultural Commission. This lifelong learning objective can only be achieved if citizens are exposed to different languages from an early age. In fact, in an attempt to expose students to at least two foreign languages apart from their mother tongue, bilingual programs have steadily extended all over Europe during the last two decades. One bilingual approach which has proved successful in attaining this aim integrates both language and content (CLIL) with a sound use of new technologies. Within this framework, this paper analyses the impact of the use of e-learning digital materials and resources in bilingual CLIL schools in Madrid, Spain. This study is part of the funded project called European CLIL Resource Centre for Web 2.0 Education (504671-LLP-1-2009-ES-COMENIUS-CM).

Our main goal in this research was to create high-quality materials to increase children’s exposure to European languages. One of the aims of this project was to provide support to current and future bilingual educative programs in Europe. As part of its development it has also being implemented in US, including European migrant communities in the country. The present survey reports on the findings obtained during the progressive implementation of the project in 12 bilingual schools in Madrid, during the academic year 2012-2013. A total of 24 in-service teachers, 11 pre-service teachers and over 500 students participated in this investigation. The specific objective was to extend children’s exposure to both English and specific science content inside and outside the classroom. These contents and resources were presented as a webquest with the use of a digital interactive narrative and game-based materials. Students’ initial expectations on the use of new technologies were contrasted with their opinions and views after experiencing the project learning platform, resources and materials. Children were expected to enjoy learning and gain autonomy and independence while getting involved in the webquest proposed. To gather relevant data and prove our initial hypotheses, a pre/post questionnaire research design was applied. A set of questionnaires were designed for teachers, learners and parents, so that they could provide us with objective information and feedback on students’ use of these digital resources. The analysis of the data suggests a positive impact of the technology-based learning materials in these students’ learning experience. Parents and teachers show their satisfaction on the results obtained as well. The information obtained was complemented with field observations and classroom video recordings which allowed a detailed description of students’ e-learning experience. These data become both relevant and valuable when deciding on efficient methodological issues concerning the use of applied technology in CLIL approaches to bilingual education. This paper presents an account of this survey and draws some light for future development and research in the field.

Keywords: Bilingual Education, CLIL, CALL, E-learning and ICT, Learner Autonomy.

Maria Dolores Ramírez-Verdugo is an Associate Professor of English Teacher Education, UAM. Her research involves two main areas of interest. The first one
includes technology-enhanced language learning; second and foreign language acquisition, bilingual education and CLIL. Her second area of interest comprises English-Spanish speech analysis, intonation pragmatics and discourse analysis in corpus linguistics. She was awarded with the first national prize in educational research by the Ministry of Education and the funded project: European CLIL Resource Centre for Web2.0 Education: Early-to-Long-life Languages Learning. She has also funded and coordinates @UAM-TeLL Research Group. She has participated in numerous research projects and published her work outcome in prestigious journals. Dr. Ramírez-Verdugo has been a visiting professor at Cambridge University - Research Centre for English and Applied Linguistics, UK; Umea University - Department of Language Studies, Sweden; or City University of New York, US.
Is podcasting a mobile technology?

When podcasting started to become a popular means of producing and delivering audio-visual materials, academics identified a number of potential benefits. Even though many researchers were quick to identify the affordance of mobile learning as a benefit of podcasting technology, little evidence was available to confirm this.

Apple’s iTunes store has become one the most popular podcast aggregators worldwide. In 2007 Apple launched iTunes U, a repository for educational content provided at first by universities only, later by other institutions such as museums or further education colleges. Over one billion iTunes U resources have been downloaded between its launch and February 2013. Apple referred to iTunes U as “the university in your pocket”. This slogan, however, soon appeared not to be true, as most research projects involving the use of educational podcasts suggested that these were being used on desktop computers rather than mobile devices. There is a disparity between the low transfer reported and the users’ opinions of the mobility potential of podcasts. Whilst many users value the affordance of portability, they do not appear to actually use it.

Another issue that many of the studies on podcasting as a teaching and learning tool highlighted was the fact that engaging with podcast resources was perceived as an academic activity. The lack of transfer to mobile devices and the perception of listening to podcasts as an academic activity appear to contradict the mobile and informal qualities that podcasting was supposed to bring to learning.

This paper will present the results of a major survey of users of iTunes U resources from the Open University (OU), the UK’s most successful iTunes U provider in terms of numbers of downloads (over 65 million) as well as amount of collections uploaded (over 400). The survey ran for 20 months and collected more than 2000 responses. It will focus on the differences between users of iTunes U resources depending on whether they listen to the podcasts they download on a mobile or and static device: it will present any differences shown by variables including age, gender, subject, enrolment on a course, and whether the iTunes U resources are the main source of learning. The data shows that the type of user who downloads iTunes U resources is very different from the users and practices described in the literature so far. It also shows that users of mobile devices have some practices in common with users of static devices, but also many that differ.

Fernando Rosell-Aguilar is Lecturer in Spanish at the Open University, United Kingdom, where he writes teaching materials and chairs the presentation of courses with 800+ students. He also coordinates the provision of materials from the OU department of languages on iTunes U. In 2004 he received the Open University teaching award for his online learning materials. His research focuses on online language learning, mainly podcasting and apps as teaching and learning tools, CMC learning environments and digital literacy. His research is published in international journals such as Computers and Education, Language Learning and Technology, ReCALL, CALL, JaltCALL and Reading Matrix, and he regularly presents at international conferences. Website: http://www.open.ac.uk/education-and-languages/main/people/f.rosell-aguilar Twitter: @FRosellAguilar.
AVT as a Specific Linguistic Purpose Tool

Teachers constantly need to innovate and redefine materials for their lectures, especially in areas such as Language for Specific Purposes (LSP) and Translation Studies (TS). It is therefore essential for the lecturers to be technically skilled to handle the never-ending evolution in software and technology, which are necessary elements especially in certain courses at university level. This need becomes even more evident in Audiovisual Translation (AVT) Modules and Courses.

AVT has undergone considerable growth in the area of teaching and learning of languages for academic purposes (Díaz Cintas, 2008; Mayoral, 2001; Díaz Cintas, 2012). We have witnessed the development of a considerable number of masters and postgraduate courses where AVT becomes a tool for L2 learning (Talaván, 2013). The teaching and learning of different AVT modes are components of undergraduate and postgraduate courses (Rica et al., 2014; Rica, 2014). Universities, in which AVT is offered as part of their teaching programme or training, make use of professional or free software programs.

This paper presents two different approaches in AVT within two different university contexts, in which technology is used by means of professional and nonprofessional software. On the one hand, students take an AVT subject as part of their English Linguistics Master’s Degree at the Complutense University (UCM) in which they are using professional (Spot) and nonprofessional (Subtitle Workshop) software packages; and on the other hand, undergraduate students, taking an AVT training module as part of their ESP course included in their Degrees at San Pablo CEU University, make use of free software programs (Amara and Audacity) available on the Internet.

Although the objectives and methodology of the AVT training are different - given that the students at UCM can work on tasks carried out within specific AVT modes such as subtitling, dubbing, SDH, voice over and AD to present their projects using authentic materials; and the students at undergraduate level focus on their English language oral and written production by using captions and revoicing tools; all the students, nonetheless, develop their tasks and projects simulating authentic professional experiences and contexts. Selected scenes from TV series such as X-Files, Gossip girl, IT Crowd; extracts from movies: Finding Nemo, Good Will Hunting, School of Rock, Harry Potter, Up; and short movies (Vincent) were used. Hence, the complexity of the audiovisual materials used in class as well as the activities for their projects were adapted to their English level, their ICT knowledge and experience with the software utilized.

The assessment of the diverse tasks carried out by all the students are expected to provide some insights into the best manner to improve their linguistic accuracy and oral and written productions with the use of different AVT modes.

**Keywords**: LSP, Audiovisual Translation, Technology, university teaching.
References:


Ángela Sáenz Herrero was awarded a degree in English Studies at Valladolid University in Spain. She has worked for several years as a freelance audiovisual translator and is currently working as an English lecturer, teaching English in Media Studies and Primary Education Degrees at San Pablo CEU University in Madrid. She is also completing her PhD in Audiovisual Translation which focuses on the adaptation of Mockumentaries.

Juan Pedro Rica Peromingo is an English-Spanish Translation and English Language and Linguistics teacher at the Universidad Complutense de Madrid (Spain). Together with phraseology and corpus linguistics, and academic writing, oral register and the didactics of the English language, his recent research focuses on audiovisual translation, specifically on the field of subtitling, both for hearer and deaf and hard-of-hearing population, and the use of corpus linguistics for teaching and learning audiovisual translation. He is also currently teaching in the Master’s degree on Audiovisual Translation (METAV) at the Universitat Autònoma de Barcelona and in the Master’s degree on English Language and Linguistics at the Universidad Complutense de Madrid, where he is also the Director and Academic Coordinator.
Developing Writing Skills in Spanish for Social Workers: The Role of Blogging in a Service-Learning Setting

Previous research has shown that there are many advantages to incorporating service-learning (SL) in a foreign language (FL) course (Knouse and Salgado-Robles, 2012). Some of these benefits might include, but are not limited to, increased cultural awareness (Zapata, 2011), heightened motivation in the FL (Malkin, 2010), as well as more willingness to communicate in the FL (Pellettieri, 2011; Salgado-Robles, forthcoming). Whilst the documented benefits are many, it has not been fully studied if a SL component facilitates gains in specific FL skills, such as writing proficiency.

In addition to the community-engagement element, writing development with Web 2.0 tools, e.g., blogging, (Lee, 2010; Yang, 2009) and in a Study Abroad (SA) context (Freed, So, and Lazar, 2003; Pérez-Vidal and Juan-Garau, 2009) has also attracted the attention of researchers to the degree that it has been suggested that both of these variables can also enhance students’ writing abilities in the FL. Unlike the Study-At Home (SH) literature, no previous work has examined the development of this language skill by combining both factors. Therefore, this study delves further into how SL and these emerging technologies, together, can help immersive non-native students of Spanish (#37) produce more nativelike structures in writing tasks by comparing quantitative and qualitative data from two different writing formats: traditional (i.e., paper-based) and non-traditional (i.e., web-based).

Quantitative preliminary results show that blogging-based users write longer texts which are more accurate, more syntactically complex, and have greater fluency, but, surprisingly, are less lexically varied than the pencil-based users. Qualitative preliminary results indicate that blogging-based users outperform paper-based users in all areas.

The findings support that incorporating Web 2.0 technologies can have a positive impact on developing Spanish students’ writing skills, due to author/audience accountability and increased motivation in the FL. Furthermore, the blogging tasks gave students another community from which to receive encouragement during students’ SL experience, especially since this learning context can pose further linguistic and affective challenges than most traditional SH or SA courses.

**Keywords:** Second Language Acquisition, Written Skills, Spanish for Specific Purposes, Blogging, Service-Learning.

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Language Learning Actions in two 1x1 Secondary Schools in Catalonia: the case of online language resources

In the context of the digital culture (Deuze, 2006), digitized classrooms might be like the same old wine in a brand-new bottle. Emerging technologies still cause technophobic or techno-deterministic attitudes (Bax, 2003). This calls for the normalization of the technological component (Chambers and Bax, 2006), for instance, by integrating online language resources into language learning (Warschauer, 2009; Levy, 2009).

The competitive research project IES2.0: Digital literacy practices. materials, classroom activities and online language resources aims at analyzing how digitization has changed literacy practices, teaching and learning across the curriculum (Author, 2013; Aliagas and Castellà, in press). This paper focuses on technologically enhanced practices led by teachers of Catalan, Spanish and English in two schools selected from the 20 partner schools.

Firstly, our attempt is to analyze students and teachers’ discourse on their work and the digital artefacts provided, with an interest in online language resources, e.g.: dictionaries, translation software and spell and grammar checkers. This is being done during a first non-interventionary stage lasting 4 months (October 2013-February 2014) through semi-structured interviews (18 so far). A second stage would involve designing language activities to foster an effective use of online language resources, and implementing them in partner schools.

Preliminary results show that while a small number of teachers benefit from emerging technologies, many still underuse them. Examples of good practices are teaching projects. These are augmented reality (AR) in English, where students create audiovisual content for a QR-based app in a local museum, or a digital creative writing project in Spanish, where students’ productions are published in the digital school magazine and recycled as summer readings for incoming students year on year.

At a more activity-based level, results also suggest that students have linguistic needs in the three languages to read or write texts, carry out tasks in the classroom, follow CLIL modules, or do homework. Despite this, online language resources are poorly used. Google search engine is mostly used as if a dictionary, yet without clear criteria other than keyword input. Despite its bad reputation, Google Translate is also used for reading comprehension or translating words and sentences, but rarely for full text composition. Spell and grammar checkers are intended to avoid errors and mistakes, yet no meaningful learning from data is identified. The same applies to dictionaries (DIEC, DRAE, Wordreference), the automated search of words being the only asset seen by teachers and transferred to students. Other resources such as verb conjugation software, parsers or text corpora remain unexplored at this level.

Keywords: Technology-enhanced learning, digital language learning, online language resources, 1x1 schools.
References:


Boris Vázquez is a teaching assistant and training researcher at Pompeu Fabra University. He has a degree in Translation and Interpreting by the University of Vigo, a Postgraduate Certificate in Translation and Interpreting by the University of Westminster, and a Master's in Language Teaching by the University of Santiago de Compostela. He holds a competitive research grant (FPI) given by the Spanish Ministry of Economy, while doing his PhD in Translation and Language Sciences. His PhD thesis is on Digital Language Learning: Online Language Resources and is being supervised by Dr. Daniel Cassany. He is a member of Gr@el (Research Group in Language Learning and Teaching) and fully participates in the research project IES2.0: Digital Literacy Practices. Materials, classroom activities and online language resources. He is also a member of the editorial board of Escola Acció, a journal integrated into the research group Stellae at the University of Santiago de Compostela. He has recently published papers in national and international journals as well as participated in national and international congresses.

Daniel Cassany is a Discourse Analysis teacher and researcher. He has a degree in Catalan Philology and a PhD in Educational Sciences. He has published more than 15 books about written communication and language teaching in Catalan, Spanish, Portuguese and Euskera, with several editions, such as Describir el escribir (1987), La cocina de la escritura (1993), Reparar la escritura (1993), Construir la escritura (1999), Tras las líneas (2006), Taller de textos (2006), Afilar el lapicero (2007), Prácticas letradas contemporáneas (2008), En_linea: leer y escribir en la red (2013) and Enseñar lengua (1993, as a co-author). He has published more than 100 texts, between scientific articles in bulletins and reviews, also in English and French. He is part of the advising board of 15 research journals on language and language education in Catalan and Spanish. He has been a visiting professor in postgraduate courses, masters and Ph. D. programs at universities and institutions from over 25 countries in Europe, America and Asia. He has collaborated with the Departments of Education of Catalonia, Galicia, Euskadi, Spain, Argentina, Chile and Mexico, in programs and actions on literacy education. From 2004 he coordinates a research group about Critical Literacy.
Learning specialised vocabulary through Facebook in a Massive Open Online Course

This paper explores how the incorporation of a social network such as Facebook can enhance the acquisition of specialised vocabulary in the context of a Massive Open Online Course (MOOC henceforth). Such initiative took place in the second edition of the MOOC “Professional English”, the first ever ESP (English for Specific Purposes) MOOC to be launched in Spain, as one of the courses offered by Aprendo, the UNED online platform.

The main aim of the experiment was to ascertain how this social network, which has proved to foster motivation and engagement in language learning context (Blattner and Lomicka, 2012; Zourou, 2012), could enhance the students’ learning experience and promote vocabulary acquisition in an ESP MOOC context. Following an action-research methodology (Lewin, 1946) a Facebook group was created by the MOOC curator and ran for eight weeks out of the twelve that the course comprised (11 November 2013-31 January 2014).

The Facebook group was joined voluntarily by students who wanted to expand their lexicon in Professional English. The group dynamics was facilitated by the curator of the MOOC, who progressively provided the vocabulary input on the six topics that the course consisted of. All members of this network could comment on the curator’s posts and interact with course mates, raising thus group cohesion and learning motivation.

A mixed-method approach was adopted for the data collection, using both quantitative techniques, such as student tracking in the MOOC, and also qualitative ones (e.g. questionnaires). The results point towards a positive impact of the Facebook network in the motivation of students to learn specialised vocabulary and an improvement in their progress in the MOOC, likewise fighting the main two problems that MOOCs currently are said to have: high drop-out rates and lack of student engagement.

References:


Patricia Ventura holds an Honours Degree in English Studies and a Master’s Degree in ICT for Teaching and Processing Languages from UNED. She is a teacher and a virtual tutor at CUID (the University Centre for Distance Language Education at UNED). She is currently doing her Ph.D. thesis on social media integration in the context of ESP Massive Open Online Courses. She is part of the teaching staff and
curator of a MOOC (Massive Open Online Course) on Professional English. Her research interests are social media-assisted language learning and MALL.

Elena Martín-Monje is a lecturer at UNED (Spanish University for Distance Learning), where she teaches mainly in the areas of English for Specific Purposes and CALL (Computer-Assisted Language Learning). She is a member of the ATLAS research group (http://www.d4dtechnology.com/atlas/index.html) and her current main fields of research are mobile learning and MOOCs (Massive, Open, Online Courses). She has taught foreign languages and worked as a teacher trainer for over 10 years and her publications include papers in indexed journals and book chapters both at national and international level. Both her research and teaching practice have received official recognition, including her PhD thesis, which was awarded the Prize for Doctoral Excellence at UNED, and her work in the fields of CALL and CMC (Computer-Mediated Communication), which received the First Prize for Educational Experiences at the 5th Educared Conference and a University Excellence in Teaching Award.
Using Corpus-Management Tools in Public Service Translator Training: an Example of its Application in the Translation of Judgments

Today’s multicultural and multilingual societies are ever increasing the need of interlingual and intercultural mediation between public service providers and the users who do not command the official language of public authorities (Valero-Garcés, 2008). This reality has boosted the creation of a new academic and professional discipline within Translation Studies commonly referred to as Public Service Interpreting and Translation (henceforth PSIT), which covers a wide range of fields including, among others, healthcare, educational, legal and administrative settings. In PSIT, legal translation principally focuses on the documents most commonly used in criminal proceedings, as in Spain legal aid is usually provided in the said criminal settings. Hence, this training is intended for trainees to develop their legal translation competence, which mainly focuses on legal asymmetry, terminological incongruence, legal discourse, comparative textology and primarily to rendering a text which is both valid in legal terms and comprehensible to the final reader (Prieto Ramos, 2011).

In this presentation we intend to highlight how IT can be used in the training process of public service translators, more specifically how corpus-management tools can be utilised in the translation of judgments within criminal proceedings in order to develop their technological competence and acquire expertise in this specific language domain. Based on previous studies enhancing the use of corpora in translation training (Bowker, 2000; Bowker and Pearson, 2002; Rodriguez Inés, 2010; Laursen and Arinas Pellón, 2012), and the benefits they bring to the legal translator training (Monzó Nebot, 2008; Biel 2009), we will explore the use of corpora and corpus analysis tools in order to improve our translation students’ documentation and technical skills. For this purpose, we will describe how comparable corpora and concordance software can be used as tools for translator training within a PSIT syllabus to better understand practicalities about specialized text types as well as phraseological and terminological information. After a training session devoted to familiarize students with corpus analysis tools, students acquire the appropriate technical skills to be able to build, compile and analyze a set of comparable corpora within the specific genre of judgments delivered by courts hearing criminal cases. We will conclude our paper with some specific corpus-based translation activities and draw conclusions concerning the advantages of using corpora and corpus analysis tools in PSIT training, such as the acquisition of expert knowledge on a specific PSTI area (i.e. legal field) and development of technological skills.

References:


Dr. **Francisco Vigier Moreno** is a lecturer in Translation at the University of Alcalá (Spain), where he is currently teaching at both undergraduate and postgraduate levels. He completed a degree in Translation and Interpreting in 2004 and was awarded a PhD in Translation Studies in 2010 from the University of Granada for his thesis on the assessment of the university training of Sworn Translators-Interpreters. His teaching experience includes graduate and postgraduate courses at the University of Granada, University of Ulster and University of Alcalá. As a researcher, he is an active member of the FITISPos research group and has several publications on his main research fields, i.e. legal translation, translator training, official translation, and professional accreditation of state-recognized translators and interpreters. As a member of the Alcalá team, he is presently collaborating with the Qualetra research consortium, funded by the Directorate-General for Justice of the European Commission, in the testing, evaluation and assessment for legal translators.

Dr. **María del Mar Sánchez Ramos** is a Lecturer in Translation Studies at the University of Alcalá (Madrid, Spain). She studied at the University of Granada (Spain) and received her Ph.D. in Translation Studies from Universitat Jaume I (Castellon, Spain). She completed her post-doctoral studies on Corpus-based Translation Studies supervised by Dr. Dorothy Kenny (Centre for Translation and Textual Studies, Dublin City University, Ireland). Her main areas of interest are translator training, corpus-based translation studies, localisation and translation technology. Her research has been developed within different national and international projects.
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Evaluation of Reading achievement of the Program School 2.0 in Spain using PISA 2012

In 2009, the Spanish Ministry of Education started the implementation of the Program School 2.0 in all public schools. The objectives of this program were: i) ease the access to technological equipment and internet to students and ii) further the use of information technologies through Tablet PCs. This program was introduced in 5th and 6th grade of primary education and 1st and 2nd grade of secondary education. However, the degree of implementation of the program differed across Autonomous Communities. Thirteen Communities introduced it in all schools/high-schools (Andalucía, Aragón, Cantabria, Castilla-León, Castilla La Mancha, Cataluña, Extremadura, Galicia, Navarra, País Vasco, Rioja, Ceuta, and Melilla). Three Communities tested it in a certain fraction of schools/high-schools (Asturias, Baleares, Canarias). Finally, another three Communities did not in implemented it in any school/high-school (C. Valenciana, Madrid, Murcia).

The purpose of this paper is to evaluate the impact of the Program School 2.0 comparing the results of PISA (Program for International Student Assessment) among the three types of Communities. We acknowledge the Spanish Ministry of Education for bringing forward the Spanish data of PISA 2012. From an initial sample of 25,313 students, observations corresponding to private and state-subsidised centres, as well as students attending professional training have been dropped. The final sample contains 14,430 students. Students have been classified according to grade retention: REP(0)=10,276 students who did not repeat any grade; REP(1,0): 2,903 who repeated one year of primary education; REP(0,1)=911 who repeated on year of secondary education; REP(1,1)=1,023 who repeated one year of primary and another of secondary education and REP(0,2)=317 who repeated two years of secondary education.

The average achievement of Mathematics was 480.44 (std-dev: 91.81) for non-participants, 478.51 (std-dev: 92.07) for participants and 457.54 (std-dev: 88.88) for partial-participants. For the subsample REP(0) we appreciate significant differences among the three groups: 516.76, 512.6147 and 501.996, respectively. The average achievement for REP(0), REP(0,1), and REP(1,1) is higher for non-participants as compared to participants. However, for REP(1,0) and REP(0,2) the average achievement is higher for participants (411.51 and 412.23) vs. non-participants (400.25 and 394.17).

Regression analysis for the Reading achievement value (READ) has been performed, using different groups of explanatory variables (student, family and centre), and additionally, variables related to the use of information technologies.

Comparing participants and non-participants in the program we observe that:
(1) having participated in the Program School 2.0 decreases READ by 16.64 points (t-student:3.37) for REP(0) and by 39.22 points (t: 3.55) for REP(1,1). However, it increases READ by 45.54 (t:2.49) for REP(0,2).
(2) using the Tablet PC almost every day for doing homework decreases READ by 67.77 points (t: 3.41) for REP(1,0) and by 57.82 (t:1.87) for REP(0).
(3) having more than 100 books at home increases achievement between 26.78 points for REP(0) and 38.44 points for REP(1,0).

Results indicate that the program School 2.0 has not been as successful as expected although potential benefits for repeaters students should be more deeply
analyzed and we cannot discard an improvement in the future due to the effects of experiential learning.

**Cristina Vilaplana Prieto** is Ph.D. in Economics and Assistant Professor at the Department of Economic Analysis of the University of Murcia. She is specialized in Applied Economics and Microeconometrics.
Implementing distance teacher training education through telecollaboration

Telecollaboration has become increasingly popular in Europe since the Bologna process was launched in 1998 with the aim of creating a European Higher Education Area (EHEA). In order to implement this process, changes had to be made following the ‘Tuning Educational Structures in Europe’ project (González and Wagenaar, 2008) and prime importance was conceded to the development of instrumental, systemic and interpersonal competences as part of the students’ learning process. Some of these competences, which are considered essential for the students’ employability, can be difficult to develop in traditional face-to-face educational settings, in which respect telecollaborative exchanges have offered educators an opportunity to foster them by allowing students to work in international contexts and communicate with native speakers of the languages and cultures they are learning (Belz, 2003; O’Dowd, 2007; Vinagre, 2010). However, educators who are willing to implement these exchanges are often unprepared for the challenges this activity poses and many are forced to develop the competences of the telecollaborative teacher without any prior training (Stickler and Hampel, 2007; Dooley and Sadler, 2013; Hauck and Wernecke, 2013).

In this paper, we present a case study which explores the data gathered from a group of nine student-teachers who were trained online over three months to organise and implement telecollaborative exchanges as required by one of the modules of their Master's Degree on ICT in Language Learning. Participants from different countries worked in small groups on an e-learning platform and a wiki designed specially to facilitate discussion and collaboration. They carried out a series of tasks that included reading articles on CSCL and exchanging views on what they had learned regarding different aspects of this mode of learning (i.e. models of telecollaboration, analysis of samples from authentic exchanges, guidelines for implementation, task design and assessment). Data was gathered from a triangulation of tools that included information from the forum where content-related discussions were held (process), the wiki pages and corresponding discussion pages (process and final product) and answers to an end-of-course questionnaire. Findings and discussion elaborate on the impact that the teacher training course had on the participants’ perception of their acquisition of the knowledge and skills required by the telecollaborative teacher, and an analysis of those aspects of telecollaboration that proved most challenging is also provided.

References:


**Margarita Vinagre** is an Associate Professor at the Autónoma University of Madrid, where she teaches English Language and Linguistics at the Department of English Studies. She holds an M. Phil. in Applied Linguistics from Trinity College Dublin and a Ph.D. in English Linguistics from the University of Seville. She has published widely on the use of new technologies to support university language learners and to promote the integration of telecollaboration into foreign language courses. Currently she is co-ordinating an international research project on the integration of telecollaboration into study programs with the Universities of Columbia and Hawaii.
A sole design of a MOOC course for all students worldwide?

In 2012 MOOC became a buzzword of the moment and a red-hot topic within the academe (Christensen et al., 2013). Binary viewpoints presented it as either the ultimate solution to the growing high education financial costs or as a yet unverified and seen as disruptive teaching method. The three leading course providers: Coursera, Udacity and EdX from the beginning have been closely linked to the America's Ivy League universities and dramatically outdistanced other players in the field, providing hundreds of free courses to millions of students worldwide. Costless and unlimited by economic or geographical constraints access to higher education was claimed to be the MOOCs’ main virtue. Although originally addressing science and computing areas, a wide array of courses addressing also digital humanities is being offered currently to those interested in the domain.

The analysis carried out in this paper reviews the content and the teaching methods of four English writing courses offered in the MOOC format which I had taken on two of the three platforms mentioned above: (1) English Composition 1: Achieving Expertise, (2) Think again: How to reason and argue, both by the Duke University and (3) Crafting an Effective Writer: Tools of the Trade by Mt. San Jacinto College, all by Coursera and (4) SciWrite: Writing in the Sciences by Stanford University based on OpenEdX platform.

Courses’ content, teaching methodology, assessment methods and students’ interaction with the teaching staff and among themselves will be checked against the online teaching principles stated in A Guide to Quality in Online Learning (2013) and NACOL Standards for Quality Online Teaching (2011). Even though the reasons for MOOCs high enrolment and exceptionally high attrition rate have been widely investigated by researchers, their exclusively American perspective might explain an apparent bias observed in the results. Similar analysis carried out from a European perspective and based on the students’ comments forwarded to the Discussion Forums revealed that existing intercultural differences combined with diverse teaching and learning styles proper to other cultures had not been addressed satisfactorily in the design of the course. This paper will attempt to partially fill the gap and shed some light on the cultural issues presenting conclusions attained from the European perspective.

References:


Bozena Wislocka Breit, graduated in the Spanish Philology at the Jagiellonian University, Cracow, Poland, and in the English Philology at the Complutense University Madrid. Obtained a postgraduate Diploma in Translation at the Instituto Universitario de Lenguas y Traductores, Madrid. Spanish sworn translator (Polish-Spanish). In 2012 presented a PhD dissertation which was evaluated cum laude and obtained European Mention: Appraisal theory applied to wine tasting sheets in English, Spanish and Polish and their translations from the intercultural perspective. She is particularly interested in intra and intercultural nuances emerging in the process of translation, culturemas, winespeak, appraisal theory and wine-tasting note genre. She is actively involved in the study of the foreign language acquisition, teaching English to Spanish and Spanish to Polish speakers. She is currently carrying out research in the oenological taxonomy reflecting expert and uninitiated knowledge in the domain in English, Spanish and Polish languages.
The multimedia repository LIRA: the community as a source of pragmatic input for learners of Italian as second language

This paper focuses on the importance of the participation of the community of learners of Italian as a second language developed within a University project called LIRA – Lingua/Cultura Italiana in Rete per l’Apprendimento. LIRA mainly aims at creating a multimedia repository of materials that can help the recovery, maintenance and development of linguistic, pragmatic and cultural competences by second and third generations of Italians living abroad.

This paper addresses one crucial issue associated with the teaching of pragmatics (Rose, Kasper, 2001; Alcón Soler and Martinez-Flor, 2008), namely, how to combine the intrinsic variability of this area with the need to resort to a standard reference system and to provide learners with corrective feedback. Its aim is to show how learners are not just the users of the materials but become active members of a virtual community that share an interest in the actual use of Italian in various contexts and contribute to an active and collaborative construction and sharing of knowledge (Scardamalia and Bereiter, 1994).

As a repository of digital contents primarily of spoken Italian (videos and recordings of role-plays, audio recordings, etc.), LIRA is based on the constant interaction between the different participants of the virtual community and on the participation of users to create content and share their language uses and knowledge. At any time, users can enter the repository, and, in addition to carrying out the activities and using the materials, they can exchange views and information: through their contribution, participants will make available to other users their knowledge and skills which contribute to the process of collaborative construction of knowledge (Manca and Sarti, 2002) that “directly affects the actors involved in the interaction and, indirectly, the whole community” (Mazzoni, 2005).

I will discuss some examples of participants’ interactions (Italian or not) on the LIRA website. By taking into account user feedbacks and comments to the forum, I will focus on different research questions concerning:

- the influence of situational variability (geographical origin, age, etc.) through user answers;
- various solutions and options confirming the idea that in many cases it is not possible to provide only one correct answer but there are different possible solutions.

References:


**Greta Zanoni** is a PhD student at the Department of Interpreting and Translation (DIT) of the University of Bologna, Italy. Her main research interests include linguistic and cultural mediation, language training for businesses or professional settings and Italian L2 teaching and learning in multimedia environments.
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